



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# PRIMARY *Language* ARTS

**5**  
CLASS

**2**  
TERM

NOT FOR SALE



## Foreword

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

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

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

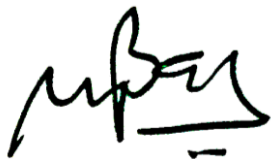
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

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

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

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

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



Dr. Minkailu Bah

Minister of Education, Science and Technology

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# Introduction to the Lesson Plan Manual

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

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



Learning outcomes






Teaching aids



Preparation

<b>Lesson Title:</b> Narrative Composition	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-061	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use subject verb agreement to write a simple narrative composition.		<b>Teaching Aids</b> None		<b>Preparation</b> Write on the board: I wake up early. My Mum gives me breakfast. My brother goes to the same school as me. We walk to school together.
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### Opening (1 minute)

1. **Say:** Think about how you prepare to go to school every day. Today we are going to write a composition about your morning before school.

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

1. Read the text on the board: I wake up early. My Mum gives me breakfast. My brother goes to the same school as me. We walk to school together.
2. **Say:** Copy the sentences and underline all the verbs in these sentences. You have 4 minutes.
3. Give pupils time to underline.
4. Invite different pupils to volunteer to answer. (Answers: I wake up early. My Mum gives me breakfast. My brother goes to the same school as me. We walk to school together.)
5. Underline the answers on the board and ask pupils to correct.
6. **Ask:** Which tense are these verbs in? Raise your hand. (Answer: simple present)
7. **Say:** Underline all the subjects in these sentences. You have 2 minutes.
8. Give pupils time to underline.
9. **Ask:** Who can tell me the answers? Raise your hand. (Answers: I wake up early. My Mum gives me breakfast. My brother goes to the same school as me. We walk to school together.)
10. **Ask:** Look at the sentences. Can you tell me why some of the verbs end in 's' and some don't? Raise your hand. (Answer: I and we don't need 's'. He, she, it need 's'.)
11. **Say:** Subjects and verbs must agree with one another in number (singular or plural). If a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

### Guided Practice (10 minutes)

1. **Say:** Work in pairs. Think of all the verbs you could use when writing about getting ready for school. You have 2 minutes to think and write them down.
2. Give the pupils time to think and write.
3. **Ask:** Who can tell me some verbs? Raise your hand. (Example answers: get up, eat, wash, talk, walk)
4. **Write** the verbs on the board.
5. Work in pairs. Think of all the nouns you could use when writing about getting ready for school. You have 2 minutes to think and write them down.
6. Give the pupils time to think and write.
7. **Ask:** Who can tell me the answers? Raise your hand. (Example answers: bed, breakfast, clothes, table, toothbrush, shower)
8. **Write** the words on the board.



9. **Ask:** For 'I' do I need to change the verbs? Raise your hand. (Answer: no)
10. Which words do I need to change them for? Raise your hand. (Answer: he/she/it)
11. Point to the verbs on the board.
12. **Say:** Write down the verb endings for he/she/it. You have 2 minutes. The verb must match he/she/it.
13. Give the pupils time to write.
14. **Ask:** Who can tell me the answers? Raise your hand. (Example answers: gets up, eats, washes, talks, walks.)




**Independent Practice** (10 minutes)

1. **Say:** Work alone. Write 4 sentences about how you get ready for school. You can write about things you do. Make sure the verbs match the subjects. You have 8 minutes to write.
2. Give the pupils 8 minutes to write.
3. **Say:** Show your partner your writing. Check spellings and verb endings for each other.
4. Give the pupils 2 minutes to check.

**Closing** (4 minutes)

1. Invite as many pupils as possible to tell you some of their sentences. Correct them as needed.

<b>Lesson Title:</b> Main Verbs	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-62	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify main verbs in sentences.	 <b>Teaching Aids</b> None	 <b>Preparation</b> Write the text from the end of the plan on the board.
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### Opening (1 minute)

1. **Ask:** Do you think it is better to live in a big city or a small village? Why?
2. Listen to pupils' answers.
3. **Say:** Today we are going to read about Omar and see what he thinks.

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

1. **Say:** I'm going to read you the text on the board. While I am reading follow along and find the answer to this question: Was Omar happy in the city?
2. Read the text out loudly and slowly.
3. **Ask:** Was Omar happy in the city? Raise your hand. (Answer: yes)
4. **Say:** Copy the text into your exercise books and underline the verbs. You have 6 minutes.
5. Give pupils time to read and underline. Check they understand the task and are doing it.
6. Invite different pupils raise their hand to share the answers.
7. Underline the verbs on the board. Ask pupils to check their work. (Answers: Omar lived in Bo Town until the age of 25. After that he moved to a very small village. He preferred life in the city. Once he visited a big museum with his parents. He liked the flowers in the park. He watched people as they walked past his house and he talked to all his neighbours. He wanted to stay there.)

### Guided Practice (10 minutes)

1. **Say:** Look at the verbs. Which tense are they all in? Raise your hand. (Answer: simple past)
2. **Say:** I'm going to ask you some questions. You have 1 minute to find the answer to each question. Put your hand up when you have the answer. The answer must be a whole sentence.
3. **Ask:** Where did Omar live when he was a child? (Answer: He lived in Bo Town.)
4. **Ask:** What did he like in the park? (Answer: He liked the flowers.)
5. **Ask:** Where did he watch people? (Answer: He watched people as they walked past his house.)
6. **Ask:** Who did he talk to? (Answer: He talked to his neighbours.)
7. **Ask:** Where did he prefer life? (Answer: He preferred life in the city.)
8. **Ask:** What did he visit? (Answer: He visited a big museum.)
9. **Ask:** Where did he move to? (Answer: He moved to a very small village.)
10. **Ask:** Where did he want to stay? (Answer: He wanted to stay in Bo Town.)
11. **Say:** Good, you all made whole sentences with main verbs.

### Independent Practice (10 minutes)

1. **Say:** Here are the main verbs.
2. **Write** on the board: live, move, prefer, visit, like, watch, walk, talk, want.

3. **Say:** Work in pairs. 1 person chooses a verb from the list and says it. The other pupil has to say a sentence with the verb in it. It can be any topic you like. It can be in simple past or simple present. Then the second pupil says a verb, until all the verbs are finished. You have 8 minutes.
4. Give the pupils time to speak. Check they understand the task and are doing it.
5. **Say:** Choose 2 of your favourite sentences, the 2 you liked best.
6. Give the pupils time to choose.




**Closing** (4 minutes)

1. Invite as many groups as possible to tell you their favourite sentences.

*TEXT*

Omar lived in Bo Town until the age of 25. After that he moved to a very small village. He preferred life in the city. Once he visited a big museum with his parents. He liked the flowers in the park. He watched people as they walked past his house and he talked to all his neighbours. He wanted to stay there.

<b>Lesson Title:</b> Main Verbs and Helping Verbs	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-063	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

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

- Say:** In the last lesson we were speaking about main verbs. Today we are going to look at a different kind of verb that you use all the time when you are speaking and when you are writing.

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

- Say:** Look at the first line on the board: Do you like tea? I like tea. I don't like tea.
- Ask:** Which tense is this in? Raise your hand. (Answer: simple present)
- Ask:** What is the main verb? Raise your hand. (Answer: like)
- Ask:** What other verb is in the line? Raise your hand. (Answer: do)
- Ask:** Why is 'do' there? Raise your hand. (Answer: to make a question or a negative)
- Say:** 'Do' in these sentences is called a helping verb. It cannot be there alone. It helps the verb 'like' in the present simple.
- Say:** Look at the next line: Is he reading a book now? He is reading. He isn't reading.
- Ask:** Which tense is this in? Raise your hand. (Answer: present continuous)
- Ask:** What is the main verb? Raise your hand. (Answer: read)
- Ask:** What other verb is in the line? Raise your hand. (Answer: is.)
- Say:** 'Is' in these sentences is called a helping verb. It can't be there alone. It helps the verb 'read' become present continuous.
- Say:** Copy these two sentences into your exercise books. Underline the main verbs e.g. like and draw a squiggly line under the helping verbs e.g. isn't (show them on the board). You have 5 minutes.
- Give pupils time to copy and underline. Check they understand the task and are doing it.
- Ask:** Ask pupils to raise hands and share their answers. (Answers: Do you like tea? I like tea. I don't like tea. Is he reading a book now? He is reading. He isn't reading.)

### Guided Practice (10 minutes)

- Say:** Work alone. Copy the sentences. As you write, think about which verbs are the main verbs and which are the helping verbs.
- Give pupils 8 minutes to copy and think. Check they understand the task and are doing it.

### Independent Practice (12 minutes)

- Say:** Work in pairs. Underline the main verb and draw a squiggly line under the helping verbs.
- Give the pupils time to discuss and write. Check they understand the task and are doing it.
- Say:** Swap your books with another pair.

4. Ask pupils to raise their answers. **Write** the answers on the board and ask pupils to correct each other's work. (Answers: a. Abraham likes school but he does not like maths. b. Does your mother help you with your homework? c. Is he walking to school now? d. They are not listening to the radio. e. I am looking after my brother today.)
5. Give the pupils time to check.
6. **Say:** Swap your books back and check if they were right.

**Closing** (2 minutes)

1. Give pupils time to correct their work.

*SENTENCES*




Do you like tea? I like tea. I don't like tea.

Is he reading a book now? He is reading. He isn't reading.

*EXERCISE*

- a. Abraham likes school but he does not like maths.
- b. Does your mother help you with your homework?
- c. Is he walking to school now?
- d. They are not listening to the radio.
- e. I am looking after my brother today.

<b>Lesson Title:</b> Irregular Verbs	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-064	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match the past tense of irregular verbs to their present tense verbs.</p>	 <p><b>Teaching Aids</b> Text from the end of the plan.</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the text from the end of the plan on the board.</li> <li>Write these words on the board: say, take, come, know, give, find, think, tell, become, leave, feel, put, bring, keep.</li> </ol>
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**Opening (1 minute)**

- Ask:** How do we make verbs in the simple past? (Answer: add –ed)
- Say:** It isn't always that easy. Today we are going to look at different verbs.

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

- Say:** I'm going to read you the text on the board. Follow along and find the answer to this question: Does Claudette still go to school?
- Read the text out loudly and slowly.
- Ask:** Does Claudette still go to school? Raise your hand. (Answer: no)
- Ask:** How do you know? Raise your hand. (Answer: Some verbs are in the past and some are in the present.)
- Say:** Read the text and find all the verbs in the present. Write them down in your exercise books. You have 6 minutes.
- Give pupils time to read and write. Check they understand the task and are doing it.

**Guided Practice (10 minutes)**

- Say:** Now find all the verbs in the past tense. Write them down in your exercise books. You have 6 minutes.
- Give pupils time to write. Check they understand and are doing the task.
- Say:** Check your past and present verbs with a partner.
- Give pupils time to check.
- Ask:** Who can tell me the present tense verbs? Raise your hand.
- Write** the present tense verbs on the board. (Answer: see, make, go, know, get)
- Ask:** Who can tell me the past tense verbs for these words? Raise your hand. (Answer: saw, made, went, knew, got)
- Write** the past tense verbs on the board.
- Say:** Match the present verbs to the past verbs. Write them side by side in your exercise books. You have 1 minute.
- Give pupils time to write.
- Invite different pupils to answer. (Answers: see-saw, make-made, go-went, know-knew, get-got)

**Independent Practice (10 minutes)**

1. **Say:** Some verbs are regular. They are easy to make into the past.
2. **Ask:** What do you add to most verbs to make them past tense? Raise your hand. (Answer: -ed)  
Some verbs are not so easy. They are irregular, like these verbs. You just have to learn them. We are going to look at some more.
3. Point to these words on the board: say, take, come, know, give, find, think, tell, become, leave, feel, put, bring, keep.
4. **Say:** Write these verbs in your exercise books.
5. Work in pairs and think of the past forms. You have 4 minutes.
6. Give the pupils time to think and discuss.
7. While pupils are working, write these words on the board: kept, said, gave, told, left, put, felt, took, knew, became, found, came, brought, thought.
8. **Say:** Check if any of your words are there. Match these words to the present verbs. Write them next to the present verbs. You have 5 minutes.
9. Give pupils time to discuss and write.
10. Invite different pupils to answer.
11. **Write** the correct answers on the board. (Answers: say-said, take-took, come-came, know-knew, give-gave, find-found, think-thought, tell-told, become-became, leave-left, feel-felt, put-put, bring-brought, keep-kept)




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

1. **Say:** Now I am going to say the verbs in the present. See who can put their hand up first to say the past form.
2. Say the verbs until you think the pupils remember them.

#### *TEXT*

At school Claudetta saw her friends all the time. Her mother made lunch for her. She went to her grandmother's house every day. She knew all of the new music on the radio. She got home at 4 pm. Now she doesn't see her friends. She makes lunch for her children. She goes to her grandmother's house once a month. She does not know any of the music on the radio. She gets home at 7 pm.

<b>Lesson Title:</b> Irregular Verbs	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-065	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use irregular verbs in the past tense.</p>	 <p><b>Teaching Aids</b> Text from the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the text from the end of the plan on the board. 2. Write the list of verbs on the board: see, make, go, know, get, say, take, come, give, find, think, tell, become, leave, feel, put, bring, keep.</p>
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**Opening (1 minute)**

1. **Ask:** What would you do if you found some money in the street? Would you take it to your parents? Would you spend it? Raise your hand to answer.
2. **Say:** Today we are going to read about a boy who finds some money. But first I want us to remember our verbs.

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

1. **Say:** Let us review all our irregular verbs from the last lesson, from the story about Claudette and from our list.
2. Read out the verbs on the board: see, make, go, know, get, say, take, come, give, find, think, tell, become, leave, feel, put, bring, keep.
3. **Say:** Work in pairs. Copy this list in your exercise books and write the simple past tense of the verb next to it. You have 6 minutes.
4. Give pupils time to discuss and write. Check they understand the task and are doing it.
5. **Ask:** Who can tell me the answers? Raise your hand. (Answers: saw, made, went, got, said, took, came, knew, gave, found, thought, told, became, left, felt, put, brought, kept)

**Guided Practice (10 minutes)**

1. Read the text on the board.
2. **Say:** Work alone. Read the text on the board silently to yourself. Copy it in your exercise books but change the verbs to simple past. You have 7 minutes.
3. Give the pupils time to read and write.
4. Invite different pupils to answer.
5. Underline the correct answers on the board. Ask pupils to correct their work. (Answers: Yesterday Nouhou went to visit his friend Kamara. Kamara saw Nouhou was happy and he felt good for him. He gave him a cup of tea and said 'What's up?' Nouhou thought for a minute and told him a story about his day. He found some money in the street and he knew if he took it home his parents would make him go to the police with it. He said 'I brought the money to you Nouhou. I kept it in my pocket until my parents left for work. What will we do with it?')



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

1. **Say:** Work in pairs. Choose 3 verbs from the list and write sentences with them. You can write about anything you like but in the past. Check you use the correct irregular form. You have 6 minutes.
2. Give the pupils time to write. Check they understand the task and are doing it.
3. Invite as many pupils as possible to read their sentences to the class. Correct their sentences if needed.




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

1. **Say:** Work in pairs. Discuss if Nouhou was right to keep the money.
2. **Ask:** What do you think they should do with it? You have 2 minutes.
3. Give pupils time to discuss.
4. Invite some pupils to give their ideas.

### *TEXT*

Yesterday Nouhou (go) to visit his friend Kamara. Kamara (see) Nouhou was happy and he (feel) good for him. He (give) him a cup of tea and (say) 'What's up?' Nouhou (think) for a minute and (tell) him a story about his day. He (find) some money in the street and he (know) if he (take) it home his parents would make him go to the police with it. He said 'I (bring) the money to you Nouhou. I (keep) it in my pocket until my parents (leave) for work. What will we do with it?'

<b>Lesson Title:</b> Narrative Composition	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-066	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to plan a short narrative composition of a personal experience.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> Think of a good or bad experience to share with pupils.</p>
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### Opening (1 minute)

1. Tell the pupils a short story about an experience you had that was either very good or very bad.
2. **Ask:** Was that a good or bad experience? How did I feel?
3. **Say:** Today we are going to talk about our experiences and plan a composition.

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

1. **Ask:** Who can think of some good experiences we can have? Raise your hand. (Example answers: getting a good mark in a test, getting a new brother or sister, having a fun party)
2. **Ask:** Who can think of some bad experiences we can have? Raise your hand. (Example answers: failing a test, being in an accident, having an argument with a friend)
3. **Write** the ideas on the board.
4. **Say:** When we are telling a story about the past we use these words to show that more than one thing happened: then, next, after that, first, second, third, finally, in the end.
5. **Write** the words on the board.
6. **Say:** We can use these kinds of words when we want to make a story more interesting: adjectives, adverbs, colours, smells, sights, and noises.
7. **Write** the ideas on the board.

### Guided Practice (12 minutes)

1. **Say:** Think of the topic of a story to tell. It can be a good experience you had or a bad experience you had. Close your eyes. You have 2 minutes to think.
2. Give pupils time to think.
3. While pupil's eyes are closed ask them to think:
  - a. What can you hear?
  - b. What can you see?
  - c. What can you smell?
  - d. Can you taste anything?
4. **Say:** Make notes about your experience. You are going to tell others about it. Write down notes to help you remember what to say. You can write verbs that you need in the simple past, adjectives and adverbs to make it interesting, and all the things you thought about just now. Work alone. You have 8 minutes.
5. Give the pupils time to think and write notes. Make sure they understand the task and are doing it.




**Independent Practice** (8 minutes)

1. **Say:** Work in pairs. Take turns and tell each other about your experience. I will tell you when to change who is talking. You have 6 minutes altogether.
2. Give the pupils time to talk. After 3 minutes tell the second person to start talking.

**Closing** (4 minutes)

1. Ask pupils to raise their hand to volunteer to share their experience briefly.

<b>Lesson Title:</b> Narrative Composition (Continued)	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-067	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a short narrative composition of a personal experience.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> Pupil's notes on their composition from the previous lesson.</p>
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**Opening** (1 minute)

1. **Ask:** Who can remember some of the experiences we heard about at the end of the last lesson?  
Raise your hand.
2. **Say:** Today you are going to write your experiences in a composition.

**Introduction to the New Material** (7 minutes)

1. **Say:** Look at the notes you wrote. Think about when you were telling your story to your partner. What did you add? What did you change? Put these things in your notes. You have 6 minutes to add to your notes.
2. **Say:** Now you are ready to write.

**Guided Practice** (12 minutes)

1. **Say:** Look at your notes and start to write the story. Write everything you can. Don't worry too much about spelling and grammar just now. Write all your ideas down in the correct order. Remember to use words like: first, then, finally to show the sequence of events. You have 10 minutes.
2. Give pupils time to write. Check they understand and are doing the task.




**Independent Practice** (10 minutes)

1. **Say:** Work alone and write a final draft of your composition. Check the spelling and grammar and make it as well as you can. You have 10 minutes.
2. Check pupils understand and are doing the task.

**Closing** (5 minutes)

1. **Say:** Work in pairs. Swap books and read each other's story.
2. Give the pupils time to read.
3. Ask as many pupils as possible to read out their compositions.

<b>Lesson Title:</b> Irregular Verbs	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-068	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write sentences using irregular verbs.</p>	 <p><b>Teaching Aids</b> Exercise from the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the exercise from the end of the plan on the board. 2. Write these words on the board: write, stand, hear, let, mean, run, pay, speak, fall, understand.</p>
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### Opening (1 minute)

1. **Ask:** Who can remember some of our irregular verbs? You have 2 minutes to tell me as many as possible in the present and in the past. For example, see-saw. Call them out as you think of them.
2. **Write** the verbs on the board as pupils say them. (Example answers: make-made, go-went, know-knew, get-got, say-said, take-took, come-came, give-gave, find-found, think-thought, tell-told, become-became, leave-left, feel-felt, put-put, bring-brought, keep-kept)

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

1. **Say:** Today we are going to learn some new words.
2. Point to these words on the board: write, stand, hear, let, mean, run, pay, speak, fall, understand.
3. **Say:** Copy the words in your exercise books and make them into simple past tense. They are all irregular. Work alone. You have 6 minutes.
4. Give pupils time to think and write.
5. Invite different pupils to answer and **write** the answers on the board. (Answers: write-wrote, stand-stood, hear-heard, let-let, mean-meant, run-ran, pay-paid, speak-spoke, fall-fell, understand-understood)
6. Ask pupils to check their answers and make corrections if needed.

### Guided Practice (14 minutes)

1. **Say:** Look at the exercise on the board. Copy the sentences in your exercise books.
2. **Say:** Decide which of our verbs goes in each sentence and write it in the past tense. You have to use all the verbs once. Work alone. You have 10 minutes.
3. Give pupils time to write. Check they understand and are doing the task.
4. Invite different girls and boys to raise their hand and answer. (Answers: a. He wrote a letter to his parents. b. She ran all the way home because she was late. c. They paid the bill in the tea shop. d. I fell in the street and was hurt on my leg. e. We understood all the words in the exercise. f. She stood on the bus because the seats were all full. g. You heard the music from the party. h. I let him use my bike. i. I spoke to my teacher to ask for help. j. I meant to bring your book but I forgot.

### Independent Practice (8 minutes)

1. **Say:** Work in pairs. Write 4 sentences. Choose 4 of our verbs and write sentences in the past tense. You have 8 minutes.
2. Check pupils understand and are doing the task.




**Closing** (4 minutes)

1. Ask as many pairs as possible to read you some of their sentences. Correct any mistakes.

**EXERCISE**

- a. He \_\_\_\_\_ a letter to his parents.
- b. She \_\_\_\_\_ all the way home because she was late.
- c. They \_\_\_\_\_ the bill in the tea shop.
- d. I \_\_\_\_\_ in the street and was hurt on my leg.
- e. We \_\_\_\_\_ all the words in the exercise.
- f. She \_\_\_\_\_ on the bus because the seats were all full.
- g. You \_\_\_\_\_ the music from the party.
- h. I \_\_\_\_\_ him use my bike.
- i. I \_\_\_\_\_ to my teacher to ask for help.
- j. I \_\_\_\_\_ to bring your book but I forgot.

<b>Lesson Title:</b> Main Verbs	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-069	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify main verbs in the sentence.	 <b>Teaching Aids</b> Story from the end of the plan	 <b>Preparation</b> Write story from the end of the plan on the board.
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### Opening (1 minute)

- Ask:** Do you help your family at home? What do you do? Do you think it is good to help at home?
- Say:** Today we are going to read about Suzan and how she tried to be a better person.

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

- Say:** I'm going to read the story on the board to you. Follow along and see if you can find the answer to this question: Did Suzan try hard to be a better person?
- Read the story out loudly and slowly.
- Ask:** Did Suzan try hard to be a better person? Raise your hand. (Answer: yes)
- Say:** I'm going to read the story again. Follow along and find the answer to this question: What 5 things did Suzan do every day last week?
- Read the story out loudly and slowly.
- Ask:** What 5 things did Suzan do every day last week? Raise your hand. (Answers: 1. got up early and helped her mum. 2. walked her sister to school. 3. arrived on time. 4. studied hard at school. 5. cooked dinner for the family.)

### Guided Practice (10 minutes)

- Ask:** In what tense is the text? (Answer: simple past and simple present)
- Say:** Work alone. Find the main verbs in the story. Read the story, find the verbs, and write them down in your exercise book. You have 3 minutes.
- Give pupils time to read and write. Check they understand and are doing the task.
- Ask:** Who can tell me the answers? Raise your answer. (Answers: decided, become, got up, helped, make, took, walked, left, arrived, started, went, studied, understood, ran, cooked)
- Say:** Now put all of the verbs into the simple present. Some of them already are.
- Ask:** For example, what is 'decided' in simple present? Raise your hand. (Answer: decide)
- Say:** Work alone. You have 3 minutes.
- Give pupils time to work.
- Invite different pupils to raise their hand to share their answers. (Answers: decide, become, get up, help, take, walk, leave, arrive, start, go, study, understand, run, cook)
- Say:** Now put the verbs into 2 lists. Regular and irregular. You have 3 minutes.
- Give the pupils time to work.
- Invite a girl to tell you the regular verbs. (Answers: decide, help, walk, arrive, start, study, cook)
- Invite pupils to volunteer to list the irregular verbs. (Answers: become, get up, take, leave, go, understand, run)

**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Write 4 sentences. Choose 4 of the verbs and write sentences in the past or the present tense. You have 8 minutes.
2. Check pupils understand and are doing the task.

**Closing** (4 minutes)




1. **Say:** Show the sentences to your partners. They have to say if the main verbs are regular or irregular, and what tense the sentences are in. You have 4 minutes.
2. Give pupils time to discuss.

*TEXT*

Last week Suzan decided to become a better person. She got up early every day and helped her mum make breakfast for her brothers and sisters. She took her younger sister's bag and walked with her to school. They left on time and arrived just before school started. After that Suzan went to her own school. She studied hard all day and understood the lesson. Then she ran home and cooked dinner for the family. It's tiring being a good person!



<b>Lesson Title:</b> Compare Main Verbs	<b>Theme:</b> Structure in Writing	
<b>Lesson Number:</b> L-05-070	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and explain with examples helping verbs.</p>	 <p><b>Teaching Aids</b> Conversation from the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the conversation from the end of the plan on the board. 2. Point to the helping words on the board: a. do/did b. don't/doesn't/didn't c. am/is/are</p>
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**Opening (1 minute)**

1. **Ask:** Do you like cooking? Do you ever cook for your family or friends?
2. **Say:** Today we are going to read about two boys who want to cook dinner.

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

1. **Say:** I'm going to read the conversation on the board to you. Follow along and see if you can find the answer to this question: Did Amad and Tejan cook dinner?
2. Read the conversation out loudly and slowly. Try to do different voices for Amad and Tejan.
3. **Ask:** Did Amad and Tejan cook dinner? Raise your hand. (Answer: no)
4. **Say:** I'm going to read the story again. Follow along and find the answer to this question: How did Tejan solve the problem?
5. Read the conversation out loudly and slowly.
6. **Ask:** How did Tejan solve the problem? Raise your hand. (Answer: He decided they should go to a restaurant.)
7. **Say:** Work in pairs. Decide who will play Tejan and who will play Amad. Read the conversation out loudly together, but in a low voice. You have 2 minutes.
8. Give pupils time to read.
9. **Say:** Now change and read the other part. You have 2 minutes.
10. Give pupils time to read.

**Guided Practice (10 minutes)**

1. **Ask:** What tense are the verbs in the conversation in? You have 3 minutes to read and tell me the tenses.
2. Give pupils time to read.
3. **Ask:** What tenses did you find in the conversation? Raise your hand. (Answer: simple past, simple present, present continuous)
4. **Say:** In the conversation there are main verbs and helping verbs. Can you remember what helping verbs are? (Answer: Words that help the main verbs make a tense.)
5. **Say:** Go through the conversation and find all of the main verbs that are with their helping verbs. Write them down. You have 4 minutes.
6. Give pupils time to read and write.

7. Invite different pupils to raise their hand to answer. (Answers: Did you buy?, didn't have, What did you buy?, I didn't buy, am going crazy, Didn't you think, could buy)

**Independent Practice** (10 minutes)

1. Point to the helping words on the board:
  1. do/did
  2. don't/doesn't/didn't
  3. am/is/are
  4. was/were
2. **Say:** These are all helping verbs. Choose one from each line and write a sentence or a question using the helping verb and any main verb you like. Work in pairs and write 4 sentences. You have 8 minutes.
3. Check pupils understand and are doing the task.

**Closing** (4 minutes)

1. Ask as many pupils as possible to read you some of their sentences or questions and say which are the main verbs and the helping verbs. Correct any mistakes.

*CONVERSATION*

Amad: Did you buy all the things to make dinner?

Tejan: I got almost everything, but they didn't have the rice.

Amad: No rice? What did you buy instead?




Tejan: I didn't buy anything.

Amad: I am going crazy here. Didn't you think of anything?

Tejan: I thought we could buy dinner from Ma Favour's restaurant.

Amad: Oh! That's a good plan!

<b>Lesson Title:</b> Writing with Helping Verbs	<b>Theme:</b> Gender and Verbs	
<b>Lesson Number:</b> L-05-071	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write main and helping verbs in simple sentences.		<b>Teaching Aids</b> None		<b>Preparation</b> None
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**Opening** (1 minute)

- Ask:** Do you remember the verbs in the last lesson? What were the helping verbs we used? Raise your hand. (Answer: do/did, don't/doesn't/didn't, am/is/are, was/were)
- Say:** Today we are going to write our own conversation.

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

- Say:** In your conversation there will be 2 people. Work in pairs and decide their names. You have 1 minute.
- Give pupils time to decide.
- Say:** The conversation will be talking about what they did yesterday and deciding what they want to do today.
- Ask:** Who can give me examples of main verbs we could use? (Example answers: go, see, visit, play, watch, walk, run, like)
- Say:** Discuss with your partner what they are going to talk about. Remember it is what they did yesterday and what they want to do today. You have 2 minutes to discuss.
- Give pupils time to discuss.
- Say:** Choose which verbs you are going to need for the conversation. You need questions, positives and negatives. You have 3 minutes to think of the verbs.
- Give pupils time to think.
- Ask:** Who can tell me some of your verbs? (Answer: do/did, don't/doesn't/didn't, am/is/are, was/were)

**Guided Practice** (14 minutes)

- Say:** Write the conversation. Remember to check the spelling and check if the main verbs need helping verbs. You have 12 minutes to write.
- Give pupils time to write and check. Check they understand the task and are doing it.




**Independent Practice** (6 minutes)

- Say:** Practise reading out the conversation. Select the roles you will play in the conversation. Then change over and be the other person. You have 5 minutes.
- Give pupils time to speak. Check they understand and are doing the task.

**Closing** (4 minutes)

- Ask as many pairs as possible to give you examples of the helping verbs they heard in the conversations.

<b>Lesson Title:</b> Subject Verb Agreement	<b>Theme:</b> Gender and Verbs	
<b>Lesson Number:</b> L-05-072	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain verb agreement and match subjects and verbs that agree.</p>		<p><b>Teaching Aids</b> Exercise at the end of the plan</p>		<p><b>Preparation</b> Write the exercise at the end of the plan on the board.</p>
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**Opening (1 minute)**

- Ask:** When you write a verb in a sentence, what do you have match the verb with? (Answers: tense, subject)
- Say:** Today we are going to look at why verbs change.

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

- Write** on the board: I walk to school every day.
- Ask:** What is the verb in this sentence? Raise your hand. (Answer: walk)
- Write** on the board: She walks to school every day.
- Ask:** What is the verb in this sentence? Raise your hand. (Answer: walks)
- Ask:** What is different about it? Raise your hand. (Answer: 's')
- Ask:** Why does it have an 's'? Raise your hand. (Answer: because the subject changed to 'she')
- Write** on the board: Do you have a bike?
- Ask:** What is the main verb in this question? Raise your hand. (Answer: have)
- Write** on the board: Does he have a bike?
- Ask:** What is the main verb in this question? Raise your hand. (Answer: have)
- Ask:** What is different in this question? Raise your hand. (Answer: 'Do' and 'Does')
- Say:** In questions and negatives the main verb stays the same but we use 'do' 'don't', 'does' or 'doesn't'.

**Guided Practice (10 minutes)**

- Write** this sentence on the board: I work in Bo Town.
- Say:** Change this sentence to start with: you, he, she, it, we, they. Work alone. You have 6 minutes.
- Give the pupils time to write.
- Ask:** Who can give me the answers? Raise your hand. (Answers: You work in Bo Town. He works in Bo Town. She works in Bo Town. It works in Bo Town. We work in Bo Town. They work in Bo town.)
- Ask:** Which subjects give the verb an 's'? Raise your hand. (Answer: he, she, it)

**Independent Practice (10 minutes)**

- Say:** Look at the exercise on the board. Put the verbs in the correct form. Work alone. You have 8 minutes.
- Give pupils time to write. Check they understand the task and are doing it.

3. Invite different boys and girls to raise their hand and answer. (Answers: a. They live in Freetown. b. Does she go to your school? c. Omar and Fatmata walk to school. d. I visit my aunt on Friday. e. Do you have a phone? f. Musa likes music. g. The bus arrives at 1 o'clock. h. My uncle and I work on Saturday. i. He doesn't study hard. j. They don't have a computer.)
4. Fill in the correct answers on the board.




**Closing** (4 minutes)

1. Ask pupils to correct their work, as needed.

*EXERCISE*

1. They (live) in Freetown.
2. Does she (go) to your school?
3. Omar and Fatmata (walk) to school.
4. I (visit) my aunt on Friday.
5. Do you (have) a phone?
6. Musa (like) music.
7. The bus (arrive) at 1 o'clock.
8. My uncle and I (work) on Saturday.
9. He doesn't (study) hard.
10. They don't (have) a computer.

<b>Lesson Title:</b> Gender: Noun and Pronoun	<b>Theme:</b> Gender and Verbs	
<b>Lesson Number:</b> L-05-073	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to define gender in language and match words by gender.		<b>Teaching Aids</b> Text and exercise at the end of the plan.		<b>Preparation</b> Write the text and the exercise at the end of the plan on the board.
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### Opening (1 minute)

- Say:** Listen to this: 'Fatu is hungry because Fatu missed lunch. Fatu's mother is cooking something for Fatu now.'
- Ask:** Why does this sound strange? Raise you hand. (Answer: Fatu is used too many times.)

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

- Write** on the board: She lives with me.
- Ask:** What is the subject in this sentence? Raise you hand. (Answer: she)
- Ask:** What is the object? Raise you hand. (Answer: me)
- Point to the text on the board.
- Say:** I'm going to read you the text. Follow along and try to find all the subjects in the sentences.
- Read the text out loudly and slowly.
- Say:** Copy this text and underline the subjects. You have 4 minutes.
- Invite a girl and a boy to come to the board and underline the subjects. At the same time, ask the other pupils to mark the answers in their exercise books.
- Ask pupils to raise their hand and share their answers. (Answers: Foday lives with his family in a small town. They have a nice house. He has a sister. She goes to the same school as him. They walk there together every day. It is not very big.)
- Ask:** In the second sentence who is 'they'? Raise you hand. (Answer: the family)
- Ask:** In the third sentence who is 'he'? Raise you hand. (Answer: Foday)
- Ask:** In the fourth sentence who is 'she'? Raise you hand. (Answer: His sister.)
- Ask:** In the fifth sentence who are 'they'? Raise you hand. (Answer: Foday and his sister)
- Ask:** In the last sentence what is 'it'? Raise you hand. (Answer: the school)
- Say:** I'm going to read you the text again. Follow along and try to find all the objects in the sentences.
- Read the text out loudly and slowly.
- Say:** Underline the objects. You have 2 minutes.
- Invite a girl and a boy to come to the board and underline the objects. (Answers: Foday lives with his family in a small town. They have a nice house. He has a sister. She goes to the same school as him. They walk there together every day. It is not very big.)
- Ask:** What do we call it when we change a name to I, you, he, she, it, we, you or they? (Answer: subject pronouns)
- Ask:** What do we call it when we change a name to me, you, him, her, it, us, you or them? (Answer: object pronouns)
- Ask:** Who do we use 'he' and 'him' for? (Answer: males)
- Ask:** Who do we use 'she' and 'her' for? (Answer: females)

23. Does anything else change because of gender? (Answer: no)

**Guided Practice** (10 minutes)

1. **Say:** Look at the exercise on the board. Change the people or things to a subject or object pronoun.
2. **Ask:** For example, who can tell me number 1? Raise you hand. (Answer: He lives with her.)
3. **Say:** Complete the other sentences. Work alone. You have 5 minutes.
4. Give pupils time to write. Check they understand and are doing the task.
5. **Ask:** Who can tell me the answers? Raise your hand.
6. **Write** the answers on the board and ask pupils to correct their work. (Answers: a. He lives with her. b. I work with them. c. It is small. d. She sings every day. e. She argues with him. f. He has it. g. We eat ice cream. h. They watched it.)

**Independent Practice** (10 minutes)

1. **Say:** Now write 4 sentences – 2 sentences with female subjects and 2 with male subjects. Use the subject pronouns. You can write anything you like. Work in pairs. You have 8 minutes.
2. Give pupils time to write. Check they understand and are doing the task.

**Closing** (2 minutes)

1. Ask as many pairs as possible to read out their sentences. Correct any mistakes.




*TEXT*

Foday lives with his family in a small town. They have a nice house. He has a sister. She goes to the same school as him. They walk there together every day. It is not very big.

*EXERCISE*

1. Kossi lives with Fatu.
2. I work with Abdul and Wenish.
3. The house is small.
4. My mother sings every day.
5. Yaema argues with her brother.
6. He brother has the book.
7. My brother and I eat ice cream.
8. Lucee and Julius watched the film.

<b>Lesson Title:</b> Identifying Different Genders in Language	<b>Theme:</b> Gender and Verbs	
<b>Lesson Number:</b> L-05-074	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify masculine, feminine and neuter in a sentence.</p>		<p><b>Teaching Aids</b> Text and exercise at the end of the plan.</p>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the text at the end of the plan on the board.</li> <li>Write the exercise at the end of the plan on the board.</li> </ol>
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**Opening (1 minute)**

- Ask:** Do you like doing tests at school? Are you parents happy when you get good marks?
- Listen to pupils' answers.
- Say:** We are going to read a text and look at the grammar.

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

- Say:** I'm going to read you the text on the board. Follow along and try to find the answer to this question: Who got the best marks?
- Read the text.
- Ask:** Who got the best marks? (Answer: Samuel)
- Say:** Copy this text and underline all of the words that are male. You have 5 minutes.
- Give pupils time to copy and underline. Check they understand the task and are doing it.
- Invite a pupil to the board to underline the male words. Ask the other pupils to do they same in their exercise books at the same time.
- Ask pupils to raise their hand to answer.
- Mark the answers on the board. Ask pupils to check their work. (Answers: Samuel had a good day yesterday. He got good marks in a test at school. When he told his mother she was so happy she bought him some new shoes. His friends didn't get such good marks but they didn't fail. Everyone will study hard for the next test.)
- Say:** Now underline all of the words that are female. You have 2 minutes.
- Invite a pupil to the board to circle the female words. Ask the other pupils to do they same in their exercise books at the same time.
- Ask pupils to raise their hand to answer.
- Mark the answers on the board. Ask pupils to check their work. (Answers: Samuel had a good day yesterday. He got good marks in a test at school. When he told his mother she was so happy she bought him some new shoes. His friends didn't get such good marks but they didn't fail. Everyone will study hard for the next test.)
- Say:** Now underline all of the subjects and objects that are not male or female or we don't know. You have 2 minutes.
- Invite a pupil to the board to draw a dotted line under the neutral words. Ask the other pupils to do they same in their exercise books at the same time.
- Ask pupils to raise their hand to answer.
- Mark the answers on the board. Ask pupils to check their work. (Answers: Samuel had a good day yesterday. He got good marks in a test at school. When he told his mother she was so happy



she bought him some new shoes. His friends didn't get such good marks but they didn't fail. Everyone will study hard for the next test.)

**Guided Practice** (8 minutes)

1. **Say:** Look at the exercise on the board. Put the words into three columns. Masculine, feminine and neutral. Work alone. You have 5 minutes.
2. Give pupils time to write. Check they understand and are doing the task.
3. **Ask:** Who can tell me the masculine words? Raise your hand. (Answers: boyfriend, brother, he, uncle, father, him, grandfather, his)
4. **Ask:** Who can tell me the feminine words? Raise your hand. (Answers: grandmother, her, sister, she, hers, mother, aunt, girlfriend)
5. **Ask:** Who can tell me the neutral words? Raise your hand. (Answers: they, everyone, we, us, someone, they, anyone, friend, child)

**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Choose one of the words from each of the lists – one masculine, one feminine and one neutral. Discuss and make sentences with each of the words. Write them in your exercise book. You have 8 minutes
2. Give pupils time to discuss and write. Check they understand and are doing the task.

**Closing** (2 minutes)

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




*TEXT*

Samuel had a good day yesterday. He got good marks in a test at school. When he told his mother she was so happy she bought him some new shoes. His friends didn't get such good marks but they didn't fail. Everyone will study hard for the next test.

*EXERCISE*

boyfriend, they, grandmother, everyone, brother, we, her, sister, he, uncle, she, father, him, grandfather, his, hers, mother, us, someone, they, anyone, friend, aunt, girlfriend, child

<b>Lesson Title:</b> Writing with Different Genders	<b>Theme:</b> Gender and Verbs	
<b>Lesson Number:</b> L-05-075	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write short sentences using masculine, feminine and neuter nouns and pronouns.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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**Opening (1 minute)**

1. **Ask:** Who are your favourite people? Why do you like them?
2. Listen to pupils' answers.
3. **Say:** Today we are going to write about some people we know.

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

1. Invite the boys to call out some words that are masculine. **Write** them on the board. (Example answers: he, him, his, boy, man, brother, father, grandfather, uncle)
2. Invite the girls to call out some words that are feminine. **Write** them on the board. (Example answers: she, her, hers, girl, woman, sister, mother, grandmother, aunt)
3. **Ask:** Who can tell me some subject and object words that can be masculine or feminine? **Write** them on the board. (Example answer: I, you, we, they, you (plural), my, your, our, their, your (plural))
4. **Say:** Copy these down in your exercise books.

**Guided Practice (13 minutes)**

1. **Say:** Think of 3 people you know. Write 3 sentences about each person you know. Write what they look like and what they like doing. You have 12 minutes to write
2. Give pupils time to write. Check they understand the task and are doing it.




**Independent Practice (10 minutes)**

1. **Say:** Swap your exercise books with another pair. Read the paragraphs and:
  - a. Underline all the masculine words
  - b. Circle all the feminine words
  - c. Draw a dotted line under all the words that could be both.
2. Give pupils 5 minutes to read and find the words. Check they understand and are doing the task.
3. **Say:** Swap books back. Check the correct words are underlined. Check if the others missed any.
4. **Say:** Show the others any they missed.

**Closing (3 minutes)**

1. Invite 1 or 2 girls and boys to read one of their paragraphs to the class.

<b>Lesson Title:</b> Present Continuous Tense	<b>Theme:</b> Expressing Opinions About an Emerging Issue	
<b>Lesson Number:</b> L-05-076	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write simple sentences using present continuous tense.		<b>Teaching Aids</b> None		<b>Preparation</b> Write on the board: walk, run, wait, sing, read.
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### Opening (1 minute)

1. Pretend / mime to be swimming.
2. **Ask:** What am I doing? Raise your hand. (Answer: You are swimming.)
3. **Ask:** What tense is this? Raise your hand. (Answer: Present continuous.)
4. **Say:** Today we are going to talk about actions we are doing now.

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

1. Read the words on the board: walk, run, wait, sing, read.
2. **Say:** Tell me what Hussein is doing now. Point to the verb 'walk'. Raise your hand. (Answer: He is walking.)
3. **Say:** Tell me what Marie is doing now. Point to the verb 'run'. Raise your hand. (Answer: She is running.)
4. **Say:** Tell me what Momka and Daniel are doing now. Point to the verb 'wait'. Raise your hand. (Answer: They are waiting.)
5. **Say:** Tell me what you are doing now? Point to the verb 'read'. Raise your hand. (Answer: We are reading.)
6. **Say:** We use present continuous for actions happening now or around now. We make present continuous sentences using the following rule: person + am/is/are + verb + ing.
7. **Write** this on the board: person + am/is/are + verb + ing
8. **Say:** We make negative sentences using the following rule: person + am/is/are + not + verb + ing.
9. **Write** this on the board: person + am/is/are + not + verb + ing.
10. **Say:** We make questions using the following rule: Am/is/are + person + verb + ing?
11. **Write** this on the board: Am/is/are + person + verb + ing?
12. **Say:** Copy these three rules down in your exercise books.
13. Who can tell me some subject and object words that can be masculine or feminine? Raise your hand. (Answer: I, you, we, they, you (plural), my, your, our, their, your (plural))

### Guided Practice (10 minutes)

1. **Say:** One pupil will stand up and pretend to be doing something. It can be any action you like. The others ask questions like 'Are you swimming?' until we get the correct action.
2. Ask pupils to volunteer to stand up one at a time and do an action. The others guess by asking questions in present continuous.




### Independent Practice (10 minutes)

1. **Say:** Work in pairs. Think about what people you know are doing right now and write sentences about them. For example you can write 'My father is working.' Write as many sentences as you can. You have 8 minutes.
2. Give pupils time to discuss and write. Check they understand and are doing the task.

**Closing** (4 minutes)

1. Invite different pupils to read some of their sentences to the class.

<b>Lesson Title:</b> Past Continuous	<b>Theme:</b> Expressing Opinions About an Emerging Issue	
<b>Lesson Number:</b> L-05-077	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to change present continuous verbs in sentences to past continuous tense.		<b>Teaching Aids</b> Text at the end of the plan.		<b>Preparation</b> Write the text at the end of the plan on the board.
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### Opening (1 minute)

- Ask:** What are you doing now? What are your parents doing? What are your friends doing? Call out your answers.
- Say:** We are going to read about a family and what they are doing.

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

- Say:** I'm going to read you the text on the board. Follow along and try to find the answer to this question: Who is working the hardest?
- Read the text out loudly and slowly.
- Ask:** Who is working the hardest? Raise your hand. (Answer: Aminata)
- Say:** I'm going to read it again. This time pay attention to what people are doing.
- Read the text out loudly and slowly.
- Ask:** What is Aminata's husband doing? Raise your hand. (Answer: sitting outside and talking to a neighbour)
- Ask:** What is Aminata's son doing? Raise your hand. (Answer: playing football with his friends)
- Ask:** What are Aminata's daughters doing? Raise your hand. (Answer: listening to the radio and learning a dance, shopping at the market)
- Say:** Copy the text in your exercise books and underline all the verbs in the present continuous. Don't forget to underline the helping verbs too. Work alone. You have 5 minutes.
- Give pupils time to copy and underline. Check they understand the task and are doing it.
- Invite different pupils to raise their hand and share their answers.
- Mark the correct answers on the board. Ask pupils to check their work. (Answers: It's 2 pm on Saturday. Aminata is at home cleaning. Her husband is sitting outside and talking to his neighbour. Her son is playing football in the street with his friends. One of her daughters is listening to music on the radio and learning how to do a new dance. Her other daughter is shopping at the market. Everyone is doing something.)

### Guided Practice (10 minutes)

- Say:** Most of the verbs are present continuous. Now we are going to make them past continuous. You need to change another verbs too to make the whole text past tense.
- Ask:** How do we make verbs in the past continuous. (Answer: Change 'am/is/are' to 'was/was/were')
- Say:** Write the text again in the past tense – remember to change all the words to past tense. You have 8 minutes.
- Give pupils time to write. Check they understand and are doing the task.

5. Invite different pupils to raise their hand to read a sentence each.
6. **Write** the answers on the board. Ask pupils to correct their work. (Answers: It was 2 pm on Saturday. Aminata was at home cleaning. Her husband was sitting outside and talking to his neighbour. Her son was playing football in the street with his friends. One of her daughters was listening to music on the radio and learning how to do a new dance. Her other daughter was shopping at the market. Everyone was doing something.)

**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Think about last Saturday at 2pm and tell each other what you, your family and your friends were doing. You have 3 minutes for both of you to talk.
2. Give pupils time to speak. Check they understand and are doing the task.
3. **Write** on the board: Last Saturday at 2pm ...
4. **Say:** Now write down three of your sentences in the past continuous. You can start each sentence with 'Last Saturday at 2pm...' Work alone. You have 5 minutes.




**Closing** (2 minutes)

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

*TEXT*

It's 2pm on Saturday. Aminata is at home cleaning. Her husband is sitting outside and talking to his neighbour. Her son is playing football in the street with his friends. One of her daughters is listening to music on the radio and learning how to do a new dance. Her other daughter is shopping at the market. Everyone is doing something.

<b>Lesson Title:</b> Expressing Opinions: Teenage Pregnancy	<b>Theme:</b> Expressing Opinions About an Emerging Issue	
<b>Lesson Number:</b> L-05-078	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to express opinions about teenage pregnancy in their community.</p>		<p><b>Teaching Aids</b></p> <p>None</p>		<p><b>Preparation</b></p> <p>Read about teenage pregnancy or talk to a local doctor to the problems teenage pregnancy can cause.</p>
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**Opening (2 minutes)**

1. **Ask:** What do you think is a good age to have a baby? Why do you think that?
2. **Say:** Work in pairs and discuss. You have 2 minutes.
3. Ask some pupils for their opinions.

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

1. Write the question on the board: What problems do you think teenage pregnancy can cause?
2. **Say:** Work in pairs. Brainstorm as many points as you can. Make notes. Think of problems for the mother and the child. You have 6 minutes.
3. Give pupils time to talk. Check they understand the task and are doing it.
4. **Ask:** Who can tell me some problems for the mother (Example answers: mother may not finish school, may not be able to get a good job, may have a low salary, may be poor, may be sad and lonely, may not have good medical care, may get HIV)
5. **Ask:** Who can tell me some problems for the child? (Example answers: may be poor, may grow up with no father, may not do well at school, may have HIV, may not have good health)
6. Write the points on the board.

**Guided Practice (10 minutes)**

1. **Ask:** When you are having a discussion you can give your opinion using phrases like: I think... I believe.... In my opinion.... I agree.... I disagree...)
2. Write these phrases on the board.
3. Ask pupils to copy them in their exercise books.
4. Write the question on the board: Why are teenage pregnancies such a big problem in Sierra Leone?
5. **Say:** In a minute you are going to discuss this question. First, plan what you think. What are your opinions? Work alone. Make notes about what you think. You have 8 minutes.




**Independent Practice (10 minutes)**

1. **Say:** Work in pairs. Discuss this issue and share your ideas. Make sure both pupils get a chance to share ideas. Remember to use the phrases on the board to give your opinions. You have 9 minutes to discuss.
2. Give pupils time to discuss. Check they understand and are doing the task.

**Closing (3 minutes)**

1. Invite pairs to share some of their ideas and opinions with the class.

<b>Lesson Title:</b> Writing Opinions: Teenage Pregnancy	<b>Theme:</b> Expressing Opinions About an Emerging Issue	
<b>Lesson Number:</b> L-05-079	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a few sentences expressing their opinion about teenage pregnancy.		<b>Teaching Aids</b> None		<b>Preparation</b> Notes from previous discussion on teenage pregnancy.
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### Opening (1 minute)

- Say:** In the last lesson we had a discussion. What was the topic? (Answer: Teenage pregnancy)  
Today you are going to write some of your opinions.

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

- Write** the question on the board: Why are teenage pregnancies such a big problem in Sierra Leone?
- Say:** Get back into pairs from the previous lesson and review your discussion on the issue of teenage pregnancy in Sierra Leone. You have 3 minutes.
- Check they understand the task and are doing it.
- Say:** Now organise your notes. Choose 5 opinions that you agree with and think about them. Decide what you want to say. You have 4 minutes to choose and think.
- Invite 1 or 2 pairs to give examples of their opinions.

### Guided Practice (8 minutes)

- Ask:** Do you remember how we can say our opinions? (Example answers: I think... I believe.... In my opinion.... I agree.... I disagree...)
- Write** these on the board.
- Ask:** What tense are you going to write your opinions in? (Answer: simple present)
- Say:** Let's do a sentence together to say that lack of education can cause teenage pregnancy. Work in pairs and write an opinion about this. You have 3 minutes.
- Give pupils time to think and write.
- Ask:** Who can tell me their sentence? Raise your hand. (Example answer: I believe that lack of education can end in girls getting pregnant because they don't know how it happens.)
- Write** an example sentence on the board. Ask pupils to copy it.

### Independent Practice (12 minutes)




- Say:** Work alone. Write 4 sentences. Remember your topic is: Why are teenage pregnancies such a big problem in Sierra Leone? You have 8 minutes to write 4 sentences.
- Give pupils time to write. Check they understand and are doing the task.
- Say:** Work in pairs. Show your sentences to your partner. Check for spelling and grammar mistakes. You have 2 minutes.

### Closing (4 minutes)

- Invite pupils to read some of their sentences to the class.



<b>Lesson Title:</b> Writing Opinions in Letters: Teenage Pregnancy	<b>Theme:</b> Expressing Opinions About an Emerging Issue	
<b>Lesson Number:</b> L-05-080	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write their opinion on teenage pregnancy in a letter to someone.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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**Opening (1 minute)**

1. **Say:** In the last lesson you your opinion on a topic. What was the topic? (Answer: Teenage pregnancy) Today you are going to write a letter to a friend about it.

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

1. **Ask:** Can you remember what we need in an informal letter? Call out the answers. (Answers: address, date, greeting, introduction, body, ending, closing, signature)
2. **Write** the answers on the board.
3. **Say:** You are going to write to a friend telling them what we have been discussing in class. What do you think you can put in the introduction? Work in pairs. You have 2 minutes to discuss.
4. **Ask:** What do you think we can put in the introduction? Raise your hand. (Example answers: ask how they are, say we talked about teenage pregnancies in class and you want to tell them about it)
5. **Ask:** What do you think we can put in the body? You have 3 minutes to discuss with your partner.
6. **Ask:** What do you think we can put in the body? Raise your hand. (Example answers: the opinions from the last class, what problems pregnancy causes, why it happens so often in Sierra Leone)
7. **Ask:** What do you think we can put in the ending? You have 2 minutes to discuss with your partner.
8. **Ask:** What do you think we can put in the ending? Raise your hand. (Example answers: ask them to reply with their opinion, ask what they think, say goodbye)

**Guided Practice (10 minutes)**

1. **Say:** Write a rough draft of the letter. Work in pairs and discuss what to write. Don't worry too much about spelling and grammar now, just write down as much as you can. You have 9 minutes to write together.




**Independent Practice (10 minutes)**

1. **Say:** Work alone. Write the final draft of the letter. Check your spelling and your grammar. You have 9 minutes to write

**Closing (4 minutes)**

1. **Say:** Work in pairs. Show your letter to your partner. Check if they have a similar letter and check the spelling and grammar.

<b>Lesson Title:</b> Preparing to Read Factual Text	<b>Theme:</b> Nonfiction Reading and Writing	
<b>Lesson Number:</b> L-05-081	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write original questions about a non-fiction topic or text.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> None</p>
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**Opening (1 minute)**

- Ask:** What do we call it when people can't read and write? Raise your hand. (Answer: illiteracy)  
What do we call people who can't read and write? (Answer: illiterate) What do we call people who can read and write? (Answer: literate)
- Say:** In this lesson and the next two lessons we are going to read and write about illiteracy.

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

- Ask:** What information do you think might be in a newspaper article about literacy? Work in pairs and discuss what you think might be in the article. You have 4 minutes to discuss.
- Ask:** What do you think might be in the article? Raise your hand. (Example answers: how many people are literate, reasons for illiteracy, problems caused by illiteracy)
- Write** the ideas on the board.
- Ask:** What words do you think might be in an article about illiteracy? Work in pairs again and think of words you might see. You have 3 minutes to discuss and write down the words.
- Give pupils time to discuss and write.
- Ask:** What words do you think might be in the article? Raise your hand. (Example answers: read, write, illiteracy, literacy, people, percentage, problems, causes, country, study)
- Write** the words on the board.

**Guided Practice (10 minutes)**

- Write** these topics on the board:
  - Literacy in Sierra Leone.
  - Reasons for illiteracy.
  - Problems caused by illiteracy.
- Say:** Work in pairs. Think of some questions you want to find the answers to. You have 8 minutes. Focus on the discussion. Take short notes if you want.
- Give the pupils time to discuss and think of questions. Check they understand and are doing the task.




**Independent Practice (10 minutes)**

- Say:** Work in pairs. Write questions. Most of your questions will be in present simple. Listen to the ideas of your partner and write questions together. You have 9 minutes to write. Make sure you all have a copy of the questions.

**Closing (4 minutes)**

- Invite some of the groups to tell the class their questions.

<b>Lesson Title:</b> Reading for Answers	<b>Theme:</b> Nonfiction Reading and Writing	
<b>Lesson Number:</b> L-05-082	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read non-fiction text looking for answers to questions.		<b>Teaching Aids</b> None		<b>Preparation</b> Write the newspaper article at the end of the plan on the board.
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**Opening (1 minute)**

1. **Ask:** In the last lesson we wrote some questions about a topic. What was the topic? (Answer: illiteracy)
2. **Say:** In this lesson we are going to read a newspaper article and see if your questions are answered.

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

1. **Say:** In a minute we are going to read the text, but first I need you to help me remember some words. I'll give you a definition and you try to tell me the word. Raise your hand to answer.
2. **Say:** This is an adjective to describe people who can read and write? Raise your hand. (Answer: literate)
3. **Say:** This is a noun to describe a group of people or a business, for example UNICEF. (Answer: organisation)
4. **Say:** This is a noun to describe a number, for example a percentage. (Answer: rate)
5. **Say:** This is an adverb for when something doesn't happen and something else happens. For example I wanted a mango but he gave me a pineapple .....? (Answer: instead)
6. **Say:** This is a noun for when people are fighting in a country or between countries. (Answer: war)
7. **Say:** This is a word for tablets or liquid given to you by the doctor. (Answer: medicine)
8. Underline the words in the text: literate, organisation, rate, instead, war, medicine.

**Guided Practice (10 minutes)**

1. **Say:** Now I am going to read the newspaper article on the board. Follow along and try to find the answer to this question: Is there only one reason for illiteracy in a country?
2. Read the article out loudly and slowly.
3. **Ask:** Is there only one reason for illiteracy in a country? Raise your hand if you think 'no' (Answer: no)
4. **Say:** Now I am going to read it again. Listen carefully. I will ask you some questions about.
5. Read the article out loudly and slowly.
6. **Ask** the following questions. Ask pupils to raise their hand to answer:
  - a. When can we say that a person is literate? (Answer: When someone can read and write in any language.)
  - b. What percentage of people in Sierra Leone are literate? (Answer: 44%)
  - c. Out of men and women, which group is more literate? (Answer: men)

- d. Why might some families be forced to send their children to work rather than school? Give 2 reasons. (Example answers: War, school too far from home so children cannot go)

**Independent Practice** (15 minutes)

1. **Say:** Read the article again silently to yourself.
2. While pupils read **write** the following questions on the board:
  - a. How can the government or organisations help children learn to read and write in schools?
  - b. What are 2 possible reasons for illiteracy?
  - c. What are 3 problems which people who are illiterate might face?
3. **Say:** Try to find the answers to these questions on the board. Work alone. You have 10 minutes to write the answers to these questions.
4. Give pupils time to read and answer the questions. Check they understand and are doing the task.

**Closing** (4 minutes)

Invite as many pupils as possible to share a question and answer with the class.

Answers:

- a. They give books to schools for children and help their parents learn how to teach them at home;
- b. Families may want children to work instead of sending them to school, families may be poor and need children to work to earn money for food and housing, schools can be far and children cannot walk to them, war, too many children in the classroom (any 2)
- c. People who can't read and write find it difficult to get good jobs, people can't read medicines they are given at the doctor and so may be afraid to take them, people can't find out information from newspapers and so they don't know what is happening in their country, parents who can't read and write find it difficult to help their children study (any 3)




*TEXT* – Literacy in Sierra Leone

When people can read and write in any language, they are literate. The government or organisations like UNICEF count how many people in a country are literate. The total literacy rate in Sierra Leone is around 44%. More men are literate than women. The government and many organisations are trying to help more people to read and write. They give books to schools for children and help their parents learn how to teach them at home.

There are many reasons for low literacy in the world. Sometimes families want their children to work instead of studying. Sometimes a family is poor and they need the children to work to pay for food and housing. Schools can be far from home and children can't walk there. War can also stop children going to school. There are often many children in one classroom and it is difficult to learn.

Illiteracy causes many problems. People who can't read and write find it difficult to get good jobs. People can't read medicines they are given at the doctor and so may be afraid to take them. People can't find out information from newspapers and so they don't know what is happening in their country. Parents who can't read and write find it difficult to help their children study.

<b>Lesson Title:</b> Taking Notes	<b>Theme:</b> Nonfiction Reading and Writing	
<b>Lesson Number:</b> L-05-083	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to note down important facts from a text after rereading.</p>	 <p><b>Teaching Aids</b> Newspaper article at the end of the plan.</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the newspaper article at the end of the plan on the board.</li> <li>Write the rules for writing notes at the end of the plan on the board.</li> </ol>
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**Opening (1 minute)**

- Ask:** In the last lesson you found the answers to some of your questions in the newspaper article. What do you remember from that article? Raise your hand.
- Say:** In this lesson you are going to take notes from the article.

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

- Say:** I'm going to read the newspaper article to you. Follow along and try to find the answer to this question: What is the topic of each paragraph? A topic is a short phrase that tells you the main theme that paragraph is talking about.
- Read the article out loudly and slowly.
- Say:** Write down your answers. You have 3 minutes to write the topic of each paragraph.
- Give pupils time to write.
- Ask:** What is the topic of paragraph 1? Raise your hand. (Example answers: What is illiteracy? Literacy in Sierra Leone)
- Ask:** What is the topic of paragraph 2? Raise your hand. (Example answers: Reasons for illiteracy: Why are some people illiterate?)
- Ask:** What is the topic of paragraph 3? Raise your hand. (Example answer: Problems caused by illiteracy: Why is illiteracy a problem?)
- Say:** There are some rules for writing notes.
- Read out and explain the rules for taking writing notes from the board.
- Explain that taking notes is very useful when we study difficult and complicated things and pupils will use it later in school when they go to higher classes.

**Guided Practice (12 minutes)**

- Say:** Make notes on the article. Write down the important points from each paragraph. Work alone. You have 9 minutes.
- Give pupils time to read and take notes. Check they understand the task and are doing it.

**Independent Practice (8 minutes)**

- Say:** Work in pairs. Look at your notes and your partner's notes. See if there is anything to add to your notes. You have 6 minutes.
- Give pupils time to compare and organise their notes. Check they understand and are doing the task.

**Closing (4 minutes)**

1. Invite pupils to tell you the important points from each paragraph.




*TEXT – Literacy in Sierra Leone*

When people can read and write a paragraph about themselves and their families they are literate. The government and organisations like UNICEF count how many people in a country are literate. The total literacy rate in Sierra Leone is around 44%. More men are literate than women. The government and many organisations are trying to help more people to read and write. They give books to schools for children and help their parents learn how to teach them at home. There are many reasons for low literacy in the world. Sometimes families want their children to work instead of studying. Sometimes a family is poor and they need the children to work to pay for food and housing. Schools can be far from home and children can't walk there. War can also stop children going to school. There are often many children in one classroom and it is difficult to learn. Illiteracy causes many problems. People who can't read and write find it difficult to get good jobs and so families are poor. People can't read medicines they are given at the doctor and so may be afraid to take them. People can't find out information from newspapers and so they don't know what is happening in their country. Parents who can't read and write can't help their children study.

*RULES FOR WRITING NOTES:*

1. Look for numbers, names, important points, lists of things as they usually are the most important pieces of information.
2. Do not write full sentences. Write words and short phrases which give you the key information.
3. Divide the notes into different themes from different paragraphs.
4. Be careful to not copy down the whole paragraph.

<b>Lesson Title:</b> Vocabulary: Using the Context	<b>Theme:</b> Nonfiction Reading and Writing	
<b>Lesson Number:</b> L-05-084	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use the context to define new vocabulary from a non-fiction passage.</p>	 <p><b>Teaching Aids</b> Newspaper article at the end of the plan.</p>	 <p><b>Preparation</b> Write the newspaper article at the end of the plan on the board.</p>
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### Opening (1 minute)

1. **Ask:** Do you think school is the same in all countries? What do you think is the same? What is different?
2. **Say:** In this lesson we are going to read an article and learn some new words.

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

1. **Say:** I'm going to read the article on the board to you. It doesn't matter if you don't understand all the words. Follow along and try to find the answer to this question: Are schools the same in all countries?
2. Read the article out loudly and slowly.
3. **Ask:** Are schools the same in all countries? Raise your hand if you say 'no'. (Answer: no)
4. **Say:** I'm going to read the article again. This time find what is different in different countries. Read the article out loudly and slowly.
5. **Say:** Work in pairs. Discuss the question with your partner: What is different in different countries. You have 3 minutes.
6. Give the pupils time to discuss. Check they understand and are doing the task.
7. Ask pupils to raise their hand to answer. (Example answers: age children start school, how many pupils in a class, what is in the classroom)
8. **Write** these words on the board: attend, ratio, equipment, knowledge, gather.
9. **Say:** Try to find these words in the text. You have 4 minutes to read and find the words.
10. Give pupils time to read.
11. Invite pupils to come to the board and underline the 5 words. Ask the others to help them.

### Guided Practice (15 minutes)

1. **Say:** Look at the 5 words. We will try to work out what they mean by reading the sentence they are in, and the sentences around them. There you can find the meaning. Then we will write a definition for each word and also think about what kind of word it is. For example, is it a noun or a verb? Let us do one example together.
2. Point to the word 'attend'. Read out the sentences related to 'attend': In most countries children start attending school at four years old but in some they start at seven.
3. **Say:** One trick you can use is to think about what word we can use instead of the word 'attend' in this sentence.
4. **Ask:** What do you think the word 'attend' means? Raise your hand.
3. Give pupils time to think and answer. (Answer: to go to, to be at, to be present)
4. **Ask:** What kind of word is it? (Answer: verb)

5. **Write** the word 'attend' on the board with the meaning next to it and the form of verb in parentheses (attend - to go to (verb))
6. **Say:** Now work in pairs to write simple definitions or words to explain the remaining words and write them like this. You have 10 minutes
5. Give pupils time to write. Check they understand the task and are doing it.

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

1. **Say:** Let us check the answers. Raise your hand to share what you guessed as the meaning of the word. I will **write** the correct answers on the board.
2. **Ask:** What do you think 'ratio' means? (Answer: the number of one thing to another thing, how many pupils there are for every teacher)
3. **Ask:** What kind of word is it? (Answer: noun)
4. **Ask:** What do you think 'equipment' means? (Answer: things you need to do something, things in a classroom)
5. **Ask:** What kind of word is it? (Answer: noun)
6. **Ask:** What do you think 'knowledge' means? (Answer: facts, information, what you learn)
7. **Ask:** What kind of word is it? (Answer: noun)
8. **Ask:** What do you think 'gather' means? (Answer: get, take, learn)
9. **Ask:** What kind of word is it? (Answer: verb)

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




1. Give pupils to correct any mistakes, if any.

#### *TEXT*

In most countries children start attending school at four years old but in some they start at seven. The ratio of children to teacher is different too. In some countries the ratio is one teacher to fifteen pupils and in some the ratio is one teacher to a hundred. Different schools have different equipment: some schools have desks and chairs, some have benches and in some countries pupils sit on carpets on the floor. Of course knowledge is the most important thing pupils want to get from schools. They want to learn about many things in many different topics. Children can gather information from many different places, just by listening to people or the radio, or reading newspapers, but school is where they learn the most.



<b>Lesson Title:</b> Writing True Statements	<b>Theme:</b> Nonfiction Reading and Writing	
<b>Lesson Number:</b> L-05-085	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write factual statements about a familiar topic.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (1 minute)

- Ask:** What do you think the word ‘tradition’ means? For example, ‘Exchanging rings during a wedding is a tradition in many countries.’ (Answer: things that people in a culture or a country have done for many years, for example special holidays or celebrations)
- Say:** In this lesson we are going to write about traditions in Sierra Leone.

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

- Say:** I want you to imagine you are talking to someone from a different country who has never been to Sierra Leone. You want to tell them interesting things about our country.
- Ask:** What kind of topics would you talk about?
- Say:** Work in pairs and brainstorm topics. You have 3 minutes. Write your ideas in your exercise books.
- Give pupils time to brainstorm.
- Ask:** What topics do you think we could talk about? (Example answers: Eid, Christmas, food, dancing, music, weddings, traditional clothes)
- Write** the topics on the board.

### Guided Practice (10 minutes)

- Say:** Work in pairs. Discuss these topics and decide what you would tell someone from a different country about what we do in Sierra Leone. You have 5 minutes to discuss and make notes.
- Say:** For example, what could we write about food? (Example answer: Food in Sierra Leone is spicy and uses healthy, fresh ingredients from the market.)
- Give the pupils time to discuss. Check they understand and are doing the task.
- Ask pupils to raise their hand and share some of their points. Suggest corrections where needed.




### Independent Practice (12 minutes)

- Say:** We are going to write some sentences about our traditions.
- Ask:** When you are writing about facts that don’t change, which tense do you use? Raise your hand. (Answer: present simple)
- Say:** Work in pairs. You have 10 minutes to write 4 sentences about our traditions.
- Give pupils time to write. Check they understand the task and are doing it.

### Closing (4 minutes)

- Invite pairs to volunteer to read some of their best sentences to the class.

<b>Lesson Title:</b> Review: Adjectives	<b>Theme:</b> Adjectives	
<b>Lesson Number:</b> L-05-086	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to define adjectives and state the different kinds of adjectives we use.</p>	 <p><b>Teaching Aids</b> Table of adjectives at the end of the plan.</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write these sentences on the board: <ol style="list-style-type: none"> <li>a. Which house does he live in? He lives in the small, white house. That house is his.</li> <li>b. Whose bike is this? Which bike? The beautiful, red bike. That bike is mine.</li> </ol> </li> <li>2. Write this list of adjectives: lovely, big, red, metal, cotton, black, huge, horrible, pretty, tiny, white, paper, plastic, yellow, large, nice, ugly, small, blue, wooden</li> </ol>
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### Opening (1 minute)

1. **Ask:** What is an adjective? Raise your hand. (Answer: a word that describes a noun)
2. **Say:** There are different kinds of adjectives. Today and in the next 4 lessons we are going to learn about adjectives.

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

1. Read these sentences from the board: Which house does he live in? He lives in the small, white house. That house is his.
2. **Say:** Look at the sentences and try to decide which words are adjectives. Work alone. Copy the sentences and underline the adjectives. You have 3 minutes.
3. Give pupils time to copy and underline.
4. **Ask:** Who can tell me the answers? Raise your hand. (Answers: Which house does he live in? He lives in the small, white house. That house is his.)
5. Underline the adjectives on the board.
6. **Say:** We have 3 different kinds of adjectives here. They are:
  - a. Descriptive adjectives (small, white)
  - b. Interrogative (or question) adjective (which)
  - c. Possessive adjective (which)
7. **Write** on the board:

Descriptive	Interrogative	Possessive
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8. Read these sentences from the board:

Whose bike is this?  
Which bike?  
The beautiful, red bike.  
That bike is mine.

9. **Say:** Look at these sentences and try to decide which words are the adjectives. Work alone. You have 3 minutes to copy the sentences and underline the adjectives.
10. Give pupils time to copy.
11. Ask pupils to raise their hand and share their answers. Underline on the board. (Answers: Whose bike is this? Which bike? The beautiful, red bike. That bike is mine.)
12. **Ask:** Which adjectives are descriptive? Raise your hand. (Answers: beautiful, red)
13. **Ask:** Which adjectives are interrogative? Raise your hand. (Answer: whose, which)
14. **Ask:** Which adjectives are possessive? (Answer: mine)
15. **Say:** We are going to talk about interrogative and possessive adjectives in the next lessons. Now, let's think about descriptive adjectives.

**Guided Practice (10 minutes)**

1. Point to the adjectives on the board. **Say:** Look at these adjectives on the board (lovely, big, red, metal, cotton, black, huge, horrible, pretty, tiny, white, paper, plastic, yellow, large, nice, ugly, small, blue, wooden).
2. **Say:** Work with a partner. Think about the adjectives and put them into 4 groups – words that describe an opinion, size, colour and material. You have 4 minutes.
3. **Write** the answers on the board in a table like the one at the end of the plan.
4. Ask pupils to check their answers.
5. Point to the table and **say:** When we use more than one adjective to describe something, this is the order we do it in: first opinion, second size, third colour, fourth material.
6. **Ask:** Is it correct to say 'It is a blue, metal, big, pretty car'? (Answer: no)
7. **Say:** Is it correct to say 'It is a pretty, big, blue, metal car'? (Answer: yes)
8. **Say:** Write the table in your exercise books.

**Independent Practice (8 minutes)**

1. **Say:** Work in pairs. Try to think of 2 sentences using 4 adjectives in the table, using one from each column. Don't forget to add a noun. You have 6 minutes to write.
2. Walk around and make sure pupils understand the task.




**Closing (4 minutes)**

1. Invite pupils to volunteer to tell the class their sentence. Correct any mistakes.

TABLE

Opinion	Size	Colour	Material
lovely	big	red	metal
ugly	small	blue	wooden
nice	large	yellow	plastic
pretty	tiny	white	paper
horrible	huge	black	cotton

<b>Lesson Title:</b> Interrogative Adjectives	<b>Theme:</b> Adjectives	
<b>Lesson Number:</b> L-05-087	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and write sentences of Interrogative adjectives.</p>	 <p><b>Teaching Aids</b> Exercise at the end of the plan.</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the exercise at the end of the plan on the board.</li> <li>Write these sentences on the board:  ..... bag is on the floor?  ..... book are you reading?  ..... colour do you want, red or green?</li> </ol>
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### Opening (1 minute)

- Hold up a pencil or pen.
- Ask:** I found this on the floor. Whose pencil is this?
- Write:** Whose pencil is this?
- Ask:** What kind of word is 'whose'? Raise your hand. (Answer: adjective)
- Ask:** What kind of adjective? Raise your hand. (Answer: Interrogative adjective)
- Say:** Today we are going to talk about interrogative adjectives.

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

- Read these sentences on the board:  
..... bag is on the floor?  
..... book are you reading?  
..... colour do you want, red or green?
- Say:** Look at the sentences and try to decide which words are missing. Work alone. Copy the sentences in your exercise books and complete them. You have 5 minutes.
- Give pupils time to copy and complete.
- Ask:** Who can tell me the answers? Raise your hand (Answers: Whose bag is on the floor? What book are you reading? Which colour do you want, red or green?)
- Say:** When do we use 'whose'? (Answer: to ask about people) When do we use 'What'? (Answer: to ask about a thing) When do we use 'Which'? (Answer: to ask about a thing when there is a limited choice)
- Say:** Ibrahim wants a new exercise book. There are many, many different books in the shop. **Ask:** What does the lady ask him? Raise your hand. (Answer: What book do you want?)
- Say:** Kossi wants a drink. His mother looks in the fridge and there is juice and coke. **Ask:** What does she ask him? Raise your hand. (Answer: Which drink do you want?)
- Say:** Lucy finds a hair clip on the floor of the classroom. **Ask:** What does she ask the pupils? (Answer: Whose hair clip is this?)

### Guided Practice (10 minutes)

- Say:** Look at the exercise on the board. For each question write 'which', 'what' or 'whose'. Work alone. You have 8 minutes to copy the sentences and complete them.

2. Invite different pupils to answer. (Answers: a. What, b. Which, c. Whose, d. Which, e. Whose,
3. e. What, f. Whose, g. Which, h. What)

**Independent Practice** (8 minutes)

1. **Say:** Work in pairs. Think of questions to ask other pupils. Maybe you want to ask what their favourite colour is, or which house is theirs. Maybe you want to ask whose bag the blue one is. You have 6 minutes to write as many questions as you can.
2. Give pupils time to discuss and write questions. Check they understand the task and are doing it.




**Closing** (4 minutes)

1. Invite pairs to tell the class some of their questions and answers. Correct any mistakes.

**EXERCISE**

1. .... colour is her dress?
2. .... dress are you wearing tonight?
3. .... exercise book is this?
4. .... do you want, this one or this one?
5. .... mother is coming today?
6. .... food do you like most?
7. .... house is in the centre of town?
8. .... size do you want, big or small?
9. .... time is it?

<b>Lesson Title:</b> Possessive Adjectives	<b>Theme:</b> Adjectives	
<b>Lesson Number:</b> L-05-088	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and write sentences of possessive adjectives.</p>		<p><b>Teaching Aids</b> Exercise at the end of the plan.</p>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the exercise at the end of the plan on the board.</li> <li>Draw a simple drawing of a girl, a boy and a cat on the board.</li> </ol>
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**Opening (1 minute)**

- Hold up your pen.
- Ask:** How can you ask who this belongs to? (Answer: Whose is this pen?)
- Say:** Answer this question. **Ask:** And whose pen is it? (Answer: It's your pen.)
- Ask:** What kind of word is 'your'? Raise your hand. (Answer: adjective)
- What kind of adjective? Raise your hand. (Answer: possessive adjective)
- Say:** Today we are going to talk about possessive adjectives.

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

- Hold up your bag.
- Ask:** Whose bag is this? (Answer: It is your bag.)
- Point at the chairs in the class.
- Ask:** Whose chairs are these? Raise your hand. (Answer: They are our chairs.)
- Say:** Hold up your pencil. **Ask:** Whose pencil is that? Raise your hand. (Answer: It is my pencil.)
- Point to the drawing of the girl on the board. Draw a bag next to it.
- Ask:** Whose bag is this? Raise your hand. (Answer: It is her bag.)
- Point to the drawing of the girl on the board. Draw a ball next to it.
- Ask:** Whose ball is this? Raise your hand. (Answer: It is his ball.)
- Point to the drawing of the cat on the board. Point to the tail of the cat.
- Ask:** Whose tail is this? Raise your hand. (Answer: It is its tail.)
- Ask:** What do we say for something belonging to a girl? Raise your hand. (Answer: her)
- Ask:** What do we say for something belonging to a boy? Raise your hand. (Answer: his)
- Ask:** What do we say for something belonging to an animal or a thing? Raise your hand. (Answer: its)
- Ask:** What do we say for something belonging to two or more people? Raise your hand. (Answer: their)
- Ask:** What do we say for something belonging to us? Raise your hand. (Answer: our)
- Ask:** What do we say for something belonging to me? Raise your hand. (Answer: my)
- Ask:** What do we say for something belonging to you? Raise your hand. (Answer: your)

**Guided Practice (8 minutes)**

- Say:** Copy the sentences on the board. You have 5 minutes.
- Point out the personal pronouns in the parentheses.

3. **Say:** Look at the personal pronouns in the parentheses and change them to the correct adjective. Let us do one together.
4. Read the first sentence: Where is (I) bag?
5. **Ask:** What will this change to? Raise your hand. (Answer: my)

**Independent Practice** (10 minutes)

1. **Say:** Do the rest of the sentences. Work alone. You have 6 minutes to complete them.
2. Give pupils time to write. Check they understand and are doing the task.
3. Invite different pupils to answer.
4. **Write** the answers on the board. (Answers: a. my, b. our, c. her, d. Their, d. Your, e. His, f. its)




**Closing** (4 minutes)

1. Tell pupils to check their work and make corrections.

**EXERCISE**

1. Where is (I) bag?
2. He is (we) teacher.
3. She goes to school with (she) brother.
4. (They) father works in the market.
5. (You) dress is very nice.
6. (He) favourite sport is football.
7. I visited Freetown to see (it) museum.

<b>Lesson Title:</b> Comparative Adjectives	<b>Theme:</b> Adjectives	
<b>Lesson Number:</b> L-05-089	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to define and state with examples of comparative adjectives.</p>	 <p><b>Teaching Aids</b> Exercise at the end of the plan.</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the exercise at the end of the plan on the board.</li> <li>Draw 2 boys on the board – Jesse is older, tall and happy; Abdul is younger, short and sad. Write their names next to them.</li> </ol>
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**Opening (1 minute)**

- Ask:** If we are describing someone what can we talk about? (Example answers: height, clothes, hair, family)
- Say:** Today we are going to describe people compared to other people.

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

- Point to the drawings on the board.
- Ask:** Who can tell me something about Jesse? Raise your hand. (Answers: He is tall. He is happy.)
- Ask:** Who can tell me something about Abdul? Raise your hand. (Answers: He is short. He is sad.)
- Ask:** Who can compare them? Raise your hand. (Answers: Jesse is taller than Abdul. Abdul is shorter than Jesse. Jesse is happier than Abdul. Abdul is sadder than Jesse. Jesse is older than Abdul. Abdul is younger than Jesse.)
- Say:** In the last exam Abdul got an A and Jesse got an F.
- Ask:** Who can compare them? Raise your hand. (Answer: Abdul is more intelligent than Jesse.)
- Write** on the board: Jesse is taller than Abdul. Jesse is happier than Abdul. Abdul is more intelligent than Jesse.
- Ask pupils to copy the sentences in their exercise books.
- Ask:** What kind of words are these: tall, happy, and intelligent? Raise your hand. (Answer: adjectives)
- Ask:** How many syllables does 'tall' have? Raise your hand. (Answer: 1)
- Ask:** How do we make it into a comparative adjective? Raise your hand. (Answer: add -er)
- Ask:** How many syllables does 'happy' have? Raise your hand. (Answer: 2)
- Ask:** How do we make it into a comparative? Raise your hand. (Answer: remove -y and add -ier)
- Ask:** How many syllables does intelligent have? Raise your hand. (Answer 3)
- Ask:** How do we make it into a comparative? Raise your hand. (Answer: add more)
- Say:** Adjectives with 2 syllables take 'more' unless they end in 'y'.
- Ask:** What is the comparative for 'good'? (Answer: better) What is the comparative for 'bad'? (Answer: worse)
- Say:** These 2 adjectives are irregular.

**Guided Practice (8 minutes)**



1. **Say:** Work in pairs. Think of things about yourselves that you can compare. For example height, age, something that you both have. Write 2 sentences to compare yourself to your partner. You have 6 minutes.
2. Give pupils time to think and write sentences. Check they understand the task and are doing it.
3. Ask pupils to raise their hand and share their sentences. (Example answer: I am taller than Aminata.)

**Independent Practice** (12 minutes)

1. **Say:** Do the exercise on the board. Work alone. Write the comparative adjectives. You have 10 minutes to copy the sentences and complete them.
2. Give pupils time to write. Check they understand and are doing the task.




**Closing** (4 minutes)

1. Invite different pupils to answer.
2. **Write** the answers on the board. Ask pupils to check their answers. (Answers: a. My house is smaller than yours. b. This dress is more beautiful than that one. c. The bus to Freetown takes longer than the bus to Bo Town. d. Is a lion more dangerous than an elephant? e. A holiday with the family is better than a holiday alone. f. The rainy season this year is even worse than last year. g. Is she more clever than him?)

**EXERCISE**

- a. My house is (small) than yours.
- b. This dress is (beautiful) than that one.
- c. The bus to Freetown takes (long) than the bus to Bo Town.
- d. Is a lion (dangerous) than an elephant?
- e. A holiday with the family is (good) than a holiday alone.
- f. The rainy season this year is even (bad) than last year.
- g. Is she (clever) than him?

<b>Lesson Title:</b> Superlative Adjectives	<b>Theme:</b> Adjectives	
<b>Lesson Number:</b> L-05-090	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to change comparative adjectives in sentences to superlative adjectives.</p>	 <p><b>Teaching Aids</b> Exercise at the end of the plan.</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the exercise at the end of the plan on the board.</li> <li>Draw 2 boys on the board – Jesse is older, tall and happy; Abdul is younger, short and sad. Write their names next to them.</li> </ol>
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### Opening (1 minute)

- Ask:** What can you remember about Jesse and Abdul? Raise your hand. (Example answers: Jesse is taller than Abdul. Jesse is happier than Abdul. Abdul is more intelligent than Jesse.)
- Say:** These are comparative adjectives, used when we compare two things. Today we are going to learn about superlative adjectives, and we use them when we have to compare more than 2 things.

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

- Draw a boy on the board.
- Say:** This is Michael. He is very, very tall. He is very, very happy. He is very, very intelligent.
- Say:** Now we have 3 people – Jesse, Abdul and Michael and we have to compare them. We use superlative adjectives - Michael is the tallest. Michael is the happiest. Michael is the most intelligent.)
- Write** on the board: Michael is the tallest. Michael is the happiest. Michael is the most intelligent.
- Ask pupils to copy the sentences in their exercise books.
- Ask:** What kind of words are tall, happy, and intelligent? Raise your hand. (Answer: adjectives)
- Ask:** How many syllables does tall have? Raise your hand. (Answer: 1)
- Ask:** How do we make it into a superlative? Raise your hand. (Answer: the + adjective + est)
- Ask:** How many syllables does happy have? Raise your hand. (Answer: 2)
- Ask:** How do we make it into a comparison? Raise your hand. (Answer: the + adjective without y + iest )
- Ask:** How many syllables does intelligent have? Raise your hand. (Answer 3)
- Ask:** How do we make it into a superlative? Raise your hand. (Answer: add 'the most')
- Say:** Adjectives with 2 syllables take 'the most' unless they end in 'y'.
- Ask:** What is the superlative for 'good'? (Answer: the best) What is the superlative for 'bad'? (Answer: the worst)
- Say:** Remember these 2 adjectives are irregular.

### Guided Practice (6 minutes)

- Say:** Think of a mouse, a horse, and an elephant. Complete these sentence using superlative adjectives. Raise your hand to answer.

- a. The mouse is the \_\_\_\_\_ in size. (Answer: smallest)
- b. The elephant is the \_\_\_\_\_ in size. (Answer: biggest)
- c. The tail of the horse is the \_\_\_\_\_. (Answer: longest)
- d. A horse is the \_\_\_\_\_ animal to ride if I want to ride a fast animal. (Answer: quick)

**Independent Practice** (12 minutes)

1. **Say:** Do the exercise on the board. Work alone. Write the superlative adjectives. Don't forget you need to add 'the' at the beginning. You have 10 minutes to copy the sentences and complete them.
2. Give pupils time to write. Check they understand and are doing the task.




**Closing** (4 minutes)

1. Invite different girls and boys to answer.
2. **Write** the answers on the board. Ask pupils to correct their work. (Answers: a. Our house is the smallest in the street. b. He is the youngest in the family. c. The oldest woman in the world is 120 years old. d. That shop is the most expensive in the city. e. This restaurant is the best in our town. f. The Nile is the longest river in the world. g. Kilimanjaro is the highest mountain in Africa. h. Who is the most famous person in the country? i. Kamara is the worst player in the football team. j. What's the largest city in Sierra Leone?)

**EXERCISE**

- a. Our house is (small) in the street.
- b. He is (young) in the family.
- c. (Old) woman in the world is 120 years old.
- d. That shop is (expensive) in the city.
- e. This restaurant is (good) in our town.
- f. The Nile is (long) river in the world.
- g. Kilimanjaro is (high) mountain in Africa.
- h. Who is (famous) person in the country?
- i. Kamara is (bad) player in the football team.
- j. What's (large) city in Sierra Leone?

<b>Lesson Title:</b> Parts of an Essay	<b>Theme:</b> Essay Writing	
<b>Lesson Number:</b> L-05-091	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to analyse a simple essay and names its parts.</p>	 <p><b>Teaching Aids</b> Essay at the end of the plan.</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the essay at the end of the plan on the board.</li> <li>2. Write these questions on the board: <ol style="list-style-type: none"> <li>a. Who sings in the house?</li> <li>b. Who is quiet?</li> <li>c. Who sometimes fights?</li> <li>d. What is on the walls?</li> <li>e. When is the house cool?</li> </ol> </li> </ol>
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### Opening (1 minute)

1. **Ask:** What is your favourite place? Where do you feel happiest?
2. Listen to pupils' answers.
3. **Say:** Today we are going to read an essay about someone's favourite place.

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

1. **Say:** I'm going to read you the essay on the board. Follow along and try to find the answer to this question: How many people live in the house?
2. Read the essay out loudly and slowly.
3. **Ask:** How many people live in the house? Who are they? Raise your hand. (Answer: 6 - the writer and his/her mother, father, two brothers and grandmother)
4. Read these questions from the board:
  - a. Who sings in the house?
  - b. Who is quiet?
  - c. Who sometimes fights?
  - d. What is on the walls?
  - e. When does the house feel cool?
5. **Say:** I'm going to read the essay again. Follow along and try to find the answers to these questions.
6. Read the essay out loudly and slowly.
7. **Ask:** Who can tell me the answers? Raise your hand. (Answers: a. the mother, b. the grandmother, c. the brothers, d. nice pictures, e. on a hot day)

### Guided Practice (8 minutes)

1. **Say:** Write the essay in your exercise books. You have 6 minutes.
2. Give pupils time to copy the essay.
3. **Say:** Try to decide what the different parts are – each paragraph has a topic. The opening is called the 'introduction' and the ending is called the 'conclusion'.
4. Ask pupils to raise their hand and point out the introduction and conclusion in the essay.

5. Invite different pairs to answer. (Answers: paragraph 1 = introduction to the topic, paragraph 4 = the conclusion)

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

1. **Say:** Paragraphs in an essay have a topic. A topic tells you what is in the paragraph. Everything else in the paragraph should be connected to the topic. Read paragraphs 2 and 3 again and find the topic sentences. Work alone. You have 3 minutes.
2. Give pupils time to read.
3. **Ask:** Who can tell me the topic? (Answers: Paragraph 2- to talk about the family, Paragraph 3- to talk about how pretty and comfortable the house is)
4. **Say:** Each essay also has to have a title. Can you think of a title for this essay? Raise your hand. (Example answer: My favourite place)
5. **Say:** Read paragraphs 2 and 3 again. Work with a partner and decide what information is in each paragraph. Decide if the information in each paragraph matches the topic. You have 4 minutes to discuss.
6. Give pupils time to discuss. Check they understand the task and are doing it.

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

1. Invite pairs to say what information is in the paragraphs. (Answers: Paragraph 2 - information about the family and what they do at home. Paragraph 3 - Information about what makes the home pretty and comfortable.)
2. Ask pupils if the information matches the topic sentences. (Answer: Yes, it does.)

### *ESSAY*




When people talk about their favourite place they often say somewhere far away. A city they visited or somewhere they went on a trip. My favourite place is very close. It is my home.

I like my house because my family lives there. I live with my mother, my father, my two brothers and my grandmother. It is always very noisy because my family does a lot of things. My father listens to the radio. My mother sings in the morning. My brothers play, or sometimes fight. Only my grandmother is quiet. She sits smiling at everyone.

My home is very pretty and comfortable too. We have nice pictures on the wall and colourful material on the furniture. We have a table cloth with fruit on it in the middle of the room and sometimes there are flowers on it. It is very nice to sit there on a hot day because it is cool inside my home.

I don't need to go far away to be happy. I have everything I need at home.

<b>Lesson Title:</b> Using Paragraphs in Essay Writing	<b>Theme:</b> Essay Writing	
<b>Lesson Number:</b> L-05-092	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write each new idea in a new paragraph.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (1 minute)

1. **Ask:** In the last lesson what did we read about? (Answer: someone's favourite place)
2. **Say:** Today you are going to write 2 paragraphs about your favourite place.

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

1. **Say:** Open your exercise books to the page where you wrote the essay.
2. **Ask:** What was the title of the essay? Raise your hand. (Answer: My favourite place)
3. **Ask:** How many paragraphs were there? Raise your hand. (Answer: 4)
4. **Ask:** What was the first paragraph? Raise your hand. (Answer: Introduction)
5. **Ask:** What was the second paragraph? Raise your hand. (Answer: Information about the family)
6. **Ask:** What was the third paragraph? Raise your hand. (Answer: information about how the home is pretty and comfortable)
7. **Ask:** What was the last paragraph? Raise your hand. (Answer: Conclusion)
8. **Say:** Tell your partner about your favourite place. It can be anywhere you like. It can be your home, or it can be somewhere else. It could be school, or the mosque, or church or somewhere in nature, or a town or a city, or the market. Choose somewhere you really like and tell your partner why. You have 3 minutes each to talk.
9. Give pupils time to talk. After 3 minutes tell the second person to start talking.

### Guided Practice (10 minutes)

1. **Say:** Now choose 2 things you told your partner about your favourite place. Maybe it is the people and the feel of the place like in the essay we read, or maybe it is something different. Maybe you like it because it is quiet. Maybe you like it because it is close or far away. Decide on 2 different things you like about your place. These are going to be the topics of your 2 paragraphs.
2. Give pupils time to discuss and decide. Check they understand and are doing the task.
3. **Say:** Now write a topic and a topic sentence for each paragraph. A topic sentence is a short sentence that introduces what the paragraph is about. For example, if I am writing a paragraph about how beautiful my favourite place is, my topic sentence can be 'My favourite place is the most beautiful place I have ever seen'. You have 6 minutes to write. Work alone.
4. Give pupils time to write. Check they understand the task and are doing it.

### Independent Practice (10 minutes)




1. **Say:** Write 3 or 4 sentences in each paragraph after the topic sentence. Make sure the sentences are on the same topic as the topic sentence. Give examples to explain your topic. Work alone. You have 9 minutes to write.

2. Give pupils time to write.

**Closing** (*4 minutes*)

1. Ask pairs to read each other's paragraphs and check the information matches the topic sentence.

<b>Lesson Title:</b> Planning an Essay	<b>Theme:</b> Essay Writing	
<b>Lesson Number:</b> L-05-093	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to plan a simple essay.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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**Opening (1 minute)**

1. **Ask:** What kinds of things make you like someone? Is it how they look? Is it their personality? Is it how they behave toward you?
2. **Say:** Today you are going to plan an essay about one of your favourite people.

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

1. **Say:** Close your eyes and think about who your favourite people are. You have 1 minute.
2. **Say:** Choose one of these people. Work in pairs. Tell your partner about them. Say who he or she is, describe him or her and say why you like him or her. You have 6 minutes to talk together, 3 minutes each.
3. Give pupils time to talk. After 3 minutes tell the second person to start talking.
4. **Say:** Today we are going to plan your essay and in the next lesson you will write it.
5. **Ask:** Do you remember what we need to put in an essay? You have 2 minutes to try to remember and discuss with your partner.
6. Give pupils time to discuss.
7. **Ask:** What do we put in an essay? Raise your hand. (Answer: title, introduction, paragraphs with topic sentences, conclusion)
8. **Write** these on the board.

**Guided Practice (10 minutes)**

1. **Say:** Choose 2 things you told your partner about your person. Maybe it is what the person looks like, maybe their personality, maybe things they do, or how they make you feel. Choose 2 things. These will be your 2 paragraphs. You have 2 minutes to decide the topics and write them down in your exercise books.
2. Give pupils time to think and write. Make sure they understand the task and are doing it.
3. **Say:** Now think about what you will write in the paragraphs. Remember everything in the paragraph has to be connected to the topic. Don't write sentences now, just write words to remind you of the points you want to write about. Work alone. You have 6 minutes to write words beside your topics.
4. Give pupils time to write. Check they understand the task and are doing it.

**Independent Practice (10 minutes)**

1. **Say:** Now think about the introduction.
2. **Ask:** What do we need in an introduction? Discuss this with your partner for 2 minutes.
3. Give pupils time to discuss.






4. **Ask:** What do we need for the introduction? Raise your hand. (Answer: to get the reader's interest, say what the essay is about, say what the 2 paragraphs are about)
5. **Say:** Now make notes for your introduction. Don't write sentences now, just make notes. Work alone. You have 2 minutes.
6. **Say:** Now think about the conclusion.
7. **Ask:** What do we need in a conclusion? Discuss this with your partner for 2 minutes.
8. Give pupils time to discuss.
9. **Ask:** What do we need for the conclusion? Raise your hand. (Answer: a summary of the topic, something interesting for the reader to think about)
10. **Say:** Now make notes for your conclusion. Don't write sentences now, just make notes. Work alone. You have 2 minutes.

**Closing** (4 minutes)

1. **Say:** Now think what your title will be. You have 1 minute to think and write a title.
2. Give pupils time to think and write.
3. Invite some pupils to share their titles with the class.

<b>Lesson Title:</b> Essay Writing	<b>Theme:</b> Essay Writing	
<b>Lesson Number:</b> L-05-094	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a simple essay.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (1 minute)

1. **Say:** In the last class you planned an essay about someone you like, now you are going to write it.

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

1. **Say:** Take out your notes and read them to remember what you planned. You have 2 minutes to read them.
2. Give pupils time to read.
3. **Ask:** Do you remember what a topic sentence is? Work in pairs. Discuss with your partner. You have 1 minute.
4. Give pupils time to discuss.
5. **Ask:** What is a topic sentence? (Answer: a sentence that tells you what a paragraph is going to be about)
6. **Say:** Now write 2 topic sentences for your paragraphs, 1 for each paragraph. Work alone. You have 5 minutes to write them.
7. Give pupils time to write. Check they understand and are doing the task.
8. Ask pupils to raise their hand and share their topic sentences.

### Guided Practice (10 minutes)

1. **Say:** Now complete your 2 paragraphs. You already have the notes. Make sure they match the topic sentences and write sentences with the notes. Check your grammar and your spelling as you write. Work alone. You have 9 minutes to write.
2. Give pupils time to write. Make sure they understand the task and are doing it.




### Independent Practice (10 minutes)

1. **Say:** Now write the introduction. You have notes already. Write sentences from your notes. You have 3 minutes.
2. Give pupils time to write. Check they understand the task and are doing it.
3. **Say:** Now write the conclusion. You have notes already. Write sentences from your notes. You have 3 minutes.
4. Give pupils time to write. Check they understand the task and are doing it.
5. **Say:** Now read your complete essay one last time to check for mistakes. You have 2 minutes.
6. Give pupils time to check.
7. **Say:** Write the title at the top of your essay.

**Closing** (4 minutes)

1. **Say:** Work in pairs. Swap your exercise book with your partner. Read their essay and tell them if you think they did a good job of describing their favourite person. You have 3 minutes to read and talk.

<b>Lesson Title:</b> Poetry: Tone and Mood	<b>Theme:</b> Essay Writing	
<b>Lesson Number:</b> L-05-095	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the tone and mood of the poem.</p>	 <p><b>Teaching Aids</b> Poem at the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the poem at the end of the plan on the board. 2. Write these questions on the board: a. Do you think the wind is strong? b. How can something be strong when you can't see it? c. Can things be important even if they are small, or you can't see them, or they are quiet? d. Can you think of another example of something that is small but strong?</p>
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**Opening (1 minute)**

1. **Ask:** What is the weather like today? Do you ever think about what the weather looks like or feels like? What is wind? Do you ever think about it?
2. Listen to pupils' answers.
3. **Say:** Today we are going to read a poem about the wind.

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

1. **Say:** In a minute we are going to read a poem, but first I want you to help me with some words. I'll tell you the meanings and you try to tell me the words. Raise your hand to answer.
2. Draw a tree with leaves on the board. Point at the leaves
3. **Ask:** What are these? (Answer: leaves)
4. **Ask:** What kind of word is leaf? (Answer: noun)
5. Put a bag over your arm.
6. **Ask:** What verb tells me what this is doing? (Answer: hang)
7. **Ask:** What do you do when you are really cold or afraid? (Answer: tremble)
8. **Ask:** What kind of word is this? (Answer: verb)
9. **Ask:** In olden times when people saw a king or a queen, what would they do? (Answer: bow)
10. **Ask:** What kind of word is this? (Answer: verb)
11. **Write** the words on the board and ask pupils to copy them in their exercise books: leaves, hang, tremble, bow.

**Guided Practice (10 minutes)**

1. **Say:** I'm going to read you the poem on the board. Follow along and try to find the answer to this question: Can you see the wind?

2. Read the poem out loudly and slowly.
3. **Say:** Discuss the answer with your partner. You have 2 minutes.
4. Give pupils time to discuss.
5. **Ask:** Can you see the wind? Raise your hand. (Answer: no)
6. **Ask:** Then how do you know it is there? (Answer: You can see what it does like move things.)
7. **Say:** I'm going to read the poem again. Follow along and see if you can find 2 things the wind does.
8. Read the poem out loudly and slowly.
9. **Say:** Discuss the answers with your partner. You have 2 minutes.
10. Give pupils time to discuss.
11. **Ask:** What are 2 things the wind does? Raise your hand. (Answers: makes the leaves tremble, makes the trees bow down)
12. **Say:** Now work in pairs. Read the poem to your partner. One of you read first while the other listens, then the other read it. You have 2 minutes.
13. Give pupils time to read out loud.

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

1. Read these questions from the board:
  - a. Do you think the wind is strong?
  - b. How can something be strong when you can't see it?
  - c. Can things be important even if they are small, or you can't see them, or they are quiet?
  - d. Can you think of another example of something that is small but strong?
2. **Say:** Work in pairs. Discuss the questions. There are no right and wrong answers, I want you opinions. You have 5 minutes to discuss.
3. Give pupils time to discuss.
4. Invite groups to tell you their answers. (Answers: There are no wrong answers, but try to help the pupils see that people do not have to be big and loud to be important.)

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

1. **Ask:** What do you think the poet is feeling and thinking while writing this poem and why? Sad? Thoughtful? Connected with nature? There are no right or wrong answers.
2. Ask pupils to raise their hand and share their opinion. (Example answer: She is feeling thoughtful because she is thinking about how she cannot see the wind but is still able to see what it does in nature.)




### *POEM*

The Wind by Christina Rossetti

Who has seen the wind?  
 Neither I nor you;  
 But when the leaves hang trembling  
 The wind is passing through.

Who has seen the wind?  
 Neither you nor I;  
 But when the trees bow down their heads  
 The wind is passing by.

<b>Lesson Title:</b> Idioms	<b>Theme:</b> Idioms; Writing	
<b>Lesson Number:</b> L-05-096	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list and explain examples of idioms.</p>	 <p><b>Teaching Aids</b> Exercise at the end of the plan.</p>	 <p><b>Preparation</b> Write the exercise at the end of the plan on the board. 1. Write on the board: a. Save it for a rainy day b. To be under the weather c. Face like thunder d. Run like lightning e. A storm in a tea cup</p>
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**Opening (1 minute)**

1. **Ask:** When you hear people talking about the rain, or a storm, or thunder what are they talking about? (Example answer: the weather)
2. **Say:** They could be, but they could also mean something else. Today we are going to learn about that.

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

1. Read the idioms on the board:
  - a. Save it for a rainy day
  - b. To be under the weather
  - c. Face like thunder
  - d. Run like lightning
  - e. A storm in a tea cup
2. **Say:** Look at these expressions. Find the words in them connected to the weather. You have 1 minute.
3. Give pupils time to read.
4. **Ask:** What are the words connected to the weather? Raise your hand. (Answers: a. rainy, b. weather, c. thunder, d. lightning, e. storm)
5. **Say:** This looks like someone is talking about the weather but in fact they mean something completely different. These are called idioms. Write 'idioms' on the board.

**Guided Practice (10 minutes)**

1. **Say:** I'm going to tell you the definitions and you guess which is which. I'll say the definitions and you write down a, b, c, d, or e – to match the idiom on the board with the meaning:
  - i. To be feeling sick or ill, to not feel healthy
  - ii. To keep something and not use it now in case you need it sometime when times are difficult.
  - iii. A big problem or lots of talk about something very small, a small issue made very big.

- iv. Look very angry, someone whose face looks angry.
  - v. To run very, very quickly.
2. **Ask:** What are the answers? (1-b. to be under the weather, 2-a. save it for a rainy day, 3-e. a storm in a teacup. 4-c. face like thunder. 5-d. run like lightning)
  3. Ask pupils to copy the idioms in their exercise books.

**Independent Practice** (12 minutes)

1. **Say:** Complete the exercise on the board. Put one of the idioms in each sentence. Be careful because in some of them you need to change the grammar. Work alone. You have 10 minutes to copy and complete the exercise.
2. Give pupils time copy and complete. Check they understand the task and are doing it.




**Closing** (7 minutes)

1. Invite different pupils to answer.
2. Write the answers on the board.
3. Review the meaning of each idiom and explain how it fits into the sentence. (Answers: a. He came in the room and started shouting. His face was like thunder. b. I don't know why everyone was talking about it so much. It was a storm in a tea cup. c. He was late for school so he ran like the wind. d. I can't come to the party, I'm under the weather. e. Don't spend all you money now, save it for a rainy day.)

**EXERCISE**

- a. He came in the room and started shouting. His .....
- b. I don't know why everyone was talking about it so much. It was .....
- c. He was late for school so he .....
- d. I can't come to the party, I'm .....
- e. Don't spend all you money now, .....

<b>Lesson Title:</b> Writing with Idioms	<b>Theme:</b> Idioms; Writing	
<b>Lesson Number:</b> L-05-097	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use idioms when speaking and writing simple sentences.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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### Opening (1 minute)

1. **Ask:** Who can remember what an idiom is? (Answer: words that look like they mean something but mean something totally different)
2. **Say:** Today we are going to practise the idioms you learned in the last lesson.

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

1. **Say:** Try and remember the idioms from the last lesson. Try to remember without looking in your exercise books. Work in pairs. Talk to your partner and see how many you can remember together. You have 3 minutes.
2. Give pupils time to talk.
3. **Ask:** What were the idioms? Raise your hand. (Answers: to be under the weather, save it for a rainy day, a storm in a teacup, face like thunder, run like lightning)
4. **Say:** Try to remember what they mean. You have 3 minutes to discuss and remember with your partner. Raise your hand to answer.
5. **Ask:** Who can tell me what 'run like lightning' means? (Answer: to run very fast)
6. **Ask:** Who can tell me what 'to be under the weather' means? (Answer: to feel ill or sick)
7. **Ask:** Who can tell me what 'a storm in a teacup' means? (Answer: making a big issue out of something small)
8. **Ask:** Who can tell me what 'face like thunder' means? (Answer: to look very angry)
9. **Ask:** Who can tell me what 'save it for a rainy day' means? (Answer: to keep something and not use it because you might really need it sometime)

### Guided Practice (8 minutes)

1. **Say:** Let us make some sentences with these idioms. For example, Amina got wet in the rain yesterday so she is feeling under the weather.
2. **Ask:** What does this sentence mean? Raise your hand. (Answer: Amina got wet in the rain so she is feeling unwell.)
3. **Ask:** Would someone like to try making a sentence with the idiom, 'save it for a rainy day'? Take a minute to think then raise your hand to answer. (Example answer: Don't spend all your money to day, save it for a rainy day.)
4. Ask pupils to think of and share sentences for each of the remaining idioms: a storm in a teacup, face like thunder, run like lightning.

### Independent Practice (12 minutes)






1. **Say:** Work in pairs. Try to think of a sentence for each of the idioms. Use 1 idiom in each sentence. Make sure you check the tenses of the verbs. You have 10 minutes to write your sentences.
2. Give pupils time to discuss and write. Check they understand the task and are doing it.

**Closing** (4 minutes)

1. Invite pupils to raise their hand and tell you their sentences. Check the grammar and meaning is correct.

<b>Lesson Title:</b> Narrating Details	<b>Theme:</b> Idioms; Writing	
<b>Lesson Number:</b> L-05-098	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to narrate and describe the details of an event you witnessed.</p>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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### Opening (1 minute)

1. **Ask:** If you see something interesting, surprising, or shocking, what do you do later? Do you keep quiet or do you tell someone? Do you tell your family and friends?
2. Listen to pupil's answers.
3. **Say:** Today we are going to practise talking about an event you saw.

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

1. **Say:** Think of an event that you saw or were part of. It doesn't have to be something big, just something interesting to tell people.
2. Give pupils time to think.
3. **Ask:** Can anyone give me an example? Raise your hand. (Example answers: a wedding, an accident, a parade, a festival, a fight)
4. **Say:** Everyone close your eyes for a minute. Think of your event. Listen to my questions and picture the answers.
5. **Ask:** What can you see? What can you hear? What can you smell? What are you doing? What are other people doing? What happens first, second and third? What happens in the end?
6. Tell pupils to open their eyes.
7. **Ask:** When you are telling a story what tenses do you usually use? Raise your hand. (Answer: past simple, past continuous)
8. **Say:** Make notes in your exercise book about the event you saw. Don't write everything down but think what happened first, second, third etc. Work alone. You have 2 minutes to make notes on this.
9. Give pupils time to make notes. Check they understand the task and are doing it.
10. **Say:** Think how you will describe the people there. What did they look like? What did they say? What did they do? Add this to your notes. You have 2 minutes.
11. Give pupils time to add to their notes. Check they understand the task and are doing it.
12. **Say:** Now think what you will say to introduce the topic. You want to get people interested so they will listen to you. You have 1 minute to make notes.
13. Give pupils time to make notes. Check they understand the task and are doing it.
14. **Say:** Think what you will say to end the topic. What is the conclusion? You have 1 minute to make notes.
15. Give pupils time to make notes. Check they understand the task and are doing it.

### Guided Practice (10 minutes)

1. **Say:** Work in pairs. Tell your partner your story about what happened. Your partner has to listen and ask questions if they don't understand. They also have to check your past tenses. Make sure

you are saying the verbs correctly. You speak for 4 minutes and then your partner speaks for 4 minutes.

2. Give pupils time to speak. Check they understand the task and are doing it. After 4 minutes tell the second pupil to start speaking.
3. **Say:** You have 1 minute each to give your partner advice about how to tell the story better.
4. Give pupils time to speak.




**Independent Practice** (8 minutes)

1. **Say:** Work with a different partner. Tell them your story and listen to theirs. You have 4 minutes each to speak. You can ask questions if you don't understand.
2. Give pupils time to tell their stories. Check they understand the task and are doing it.

**Closing** (4 minutes)

1. **Say:** Choose 1 interesting thing to tell the class about the stories. You have 1 minute to decide together.
2. Invite as many pupils as possible to tell you their interesting things.

<b>Lesson Title:</b> Writing Semi-Formal Letters	<b>Theme:</b> Idioms; Writing	
<b>Lesson Number:</b> L-05-099	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to plan a semi-formal letter about an event you experienced.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (1 minute)

1. **Say:** In the last class you talked about an event. Try and remember what it was. Today you are going to plan a letter about the event, and in the next lesson you will write it.

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

1. **Say:** Work in pairs. Talk to one of your partners from the previous lesson. Repeat what you heard them say about an event. You are not talking about what you saw. You are talking about what they saw. Try to remember who was there, what happened, what happened in the end. You have 3 minutes each to retell your partner's story.
2. Give pupils time to talk. Check they understand the task and are doing it. After 3 minutes tell the second pupil to start talking.
3. **Ask:** Did the person remember everything you said? Raise your hand if your answer is 'yes'.
4. **Say:** People usually only remember the most important and the most interesting parts. So that is what you will choose to write in your letter.
5. **Ask:** What are the 3 kinds of letters? (Answer: formal, informal and semi-formal)
6. **Say and ask:** Today we are going to plan a semi-formal letter. What do we need in a semi-formal letter? (Answers: address, date, greeting, introduction, body, ending, closing, signature)
7. Write this on the board and ask the pupils to copy it.
8. Give pupils time to copy.

### Guided Practice (10 minutes)

1. **Say:** You are going to write a letter to a teacher at school about your event. You know him or her, but he or she is not family or a friend. This is why it is semi-formal. You have to be careful about spelling and grammar and be polite.
2. **Say:** First make notes about what you will put in the body. This is where you write about the event. What happened first, second, third and in the end? Think about what your partner remembered and write notes about this. You don't need to write whole sentences now. Work alone. You have 9 minutes.
3. Give pupils time to write notes. Check they understand the task and are doing it.

### Independent Practice (12 minutes)




1. **Say:** Now think about what to put in the introduction. Why are you telling your teacher about this event? Do you think he or she will find it interesting? Is there something you want your teacher to do? Make notes on this. Don't write sentences now, just notes. Work alone. You have 4 minutes.

2. Give pupils time to make notes. Check they understand the task and are doing it.
3. **Say:** Now think about what to put in the ending. Maybe you want to say what you learned from the event. Maybe you want to ask for advice. Maybe you want to know if your teacher has seen an event the same. Make notes on this. Don't write sentences now, just notes. Work alone. You have 4 minutes.
4. Give pupils time to make notes. Check they understand the task and are doing it.
5. **Ask:** What address and date are you going to put? Write your address and write the date for the next lesson. You have 1 minute.
6. Give pupils time to write.
7. **Ask:** What are you going to put for the greeting and the closing? What do you put for a semi-formal letter? Raise your hand. (Answers: Dear Teacher, Dear Mr. .... Dear Mrs. ....., Best wishes, Regards,)
8. **Say:** You have 1 minute to write your greeting and closing.
9. Give pupils time to write.

**Closing** (2 minutes)

1. **Say:** Work in pairs. You have 1 minute each to tell your partner what you are going to write in the body.
2. Give pupils time to talk. After 1 minute tell the second partner to start talking.
3. **Say:** In the next lesson we will write the letters.

<b>Lesson Title:</b> Writing Semi-Formal Letters	<b>Theme:</b> Idioms; Writing	
<b>Lesson Number:</b> L-05-100	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a semi-formal letter about an event.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (1 minute)

1. **Say:** In the last class you planned a letter. Let's review what we did. Raise your hand to answer.
2. **Ask:** What kind of letter? (Answer: semi-formal)
3. **Ask:** What will the letter be about? (Answer: an event)
4. **Ask:** Who are you writing the letter to? (Answer: a teacher)
5. **Say:** Today you are going to write the full letter using your notes.

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

1. **Say:** Look at your notes and also take a new page in your exercise book. Let us review the format. Raise your hand to answer questions.
2. **Ask:** Where do you write the address? (Answer: top right)
3. **Say:** You have 1 minute to write your address.
4. Give pupils time to write.
5. **Ask:** Where do you write the date? (Answer: under the address)
6. **Ask:** What is the date today?
7. **Say:** You have 30 seconds to write the date.
8. Give pupils time to write.
9. **Ask:** Where do you put the greeting? (Answer: on the left side)
10. **Say:** You have 30 seconds to write the greeting.
11. Give pupils time to write.
12. **Ask:** What is the first part of the letter? (Answer: introduction)
13. **Say:** Look at your notes and write the introduction. You have 3 minutes.
14. Give pupils time to write.
15. **Ask:** What comes next? (Answer: the body)
16. **Say:** Leave a big space for the body. You will write that in a minute.
17. **Ask:** What comes after the body? (Answer: conclusion)
18. **Say:** Look at your notes and write the conclusion. You have 3 minutes.
19. Give the pupils time to write.
20. **Ask:** What comes at the end? (Answer: closing and signature)
21. **Say:** You have 1 minute to write the closing and your signature.
22. Give the pupils time to write.

### Guided Practice (8 minutes)

1. **Say:** Now you are going to write the body of your letter in the big space you have. Look at your notes and write the body. You have 8 minutes.

2. Give pupils time to write. Check they understand and are doing the task.




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

1. **Say:** Work in pairs. Read your letter to your partner, then listen to theirs. Follow along as they read and think about spelling and grammar as well as the story. You have 3 minutes each to read.
2. Give pupils time to read out loud to each other. After 3 minutes tell the second partner to start reading.
3. **Say:** Take 4 minutes to correct any grammatical mistakes and finalise your letter.

**Closing** (*4 minutes*)

1. **Say:** Who can tell me something interesting from your letters?
2. Invite as many pupils as possible to share something interesting with the class.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading Comprehension; Verbs	
<b>Lesson Number:</b> L-05-101	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of this lesson pupils will be able to respond to questions about a character and his/her problems in a story.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the plan.</li> <li>2. Vocabulary table at the end of the plan.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the plan on the board.</li> <li>2. Write the vocabulary table at the end of the plan the board.</li> <li>3. Write the questions at the end of the plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. Ask pupils some questions about their brothers and sisters. Pupils raise their hand to answer. (Example questions: How many brothers and sisters do you have? Do you like your brothers and sisters? Do you ever fight?)
2. **Say:** Today you are going to read about Mohamed. He has a few problems with his older brothers and sisters.

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

1. **Write** this question on the board: How many brothers and sisters does Mohamed have?
2. Point to the text on the board. **Say:** Read the text. You have 3 minutes.
3. **Say:** Let's check your answers together.
4. **Ask:** How many brothers and sister does Mohamed have? Pupils raise their hands. (Answer: four brothers and three sisters)
5. **Say:** Let's learn some new words. Look at the table on the board. Work in pairs. Match the new words from the text to their meanings. Try and understand the meaning of the new words from the text. You have 5 minutes.
6. Ask pupils to raise their hand and share answers.
7. Match the correct words to the meanings on the table. Ask pupils to correct their work. (Answers: 1.c, 2.a, 3.e, 4.d, 5.b)

**Guided Practice (10 minutes)**

1. **Say:** Read the text again. Answer the questions on the board. You have 8 minutes. Work in pairs.
2. Have pupils volunteer to answer the questions. (Answers: a. Freetown, b. ten years old, c. Ibrahim and Aminata, d. He has to do their chores, e. Yes, but he has to work very hard.)

**Independent Practice (10 minutes)**

1. **Say:** Read the text again. Write 3 more questions about Mohamed and his problem. You have 6 minutes.
2. Have pupils volunteer to ask their questions. The other pupils raise their hands to answer the question.

**Closing (2 minutes)**

1. **Say:** We will read more about Mohamed tomorrow.



2. **Ask:** What can Mohamed do to solve his problem? Raise your hand to answer.

*TEXT*

Mohamed lives in Freetown the capital city of Sierra Leone. He is ten years old and the youngest in the family. He has four brothers and three sisters. Mohamed has problems with his brother Ibrahim and sister Aminata. They are treated as special by their parents and the rest of the family because they are the eldest and are both very good pupils. Sometimes Ibrahim and Aminata leave their chores for Mohamed to do because they say they have too much homework. When this happens Mohammed tries to argue because he has to work very hard to do well at school. He is struggling to study and do extra chores.




*VOCABULARY TABLE*

<b>New words</b>	<b>Meanings</b>
1. chore (noun)	a. disagree or fight using angry words
2. argue (verb)	b. very important or loved
3. struggle(verb)	c. a small job people do often, usually in the home (noun)
4. extra (adjective)	d. more
5. special (adjective)	e. do something with difficulty

*QUESTIONS*

- a. Where does Mohamed live?
- b. How old is he?
- c. Who does he have problems with?
- d. Why does he have a problem with them?
- e. Is Mohamed a good student?

<b>Lesson Title:</b> Reading Comprehension	<b>Theme:</b> Reading Comprehension; Verbs	
<b>Lesson Number:</b> L-05-102	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of this lesson the pupils will be able to identify the tone, mood, and emotion conveyed in the oral communication.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>Dialogue at the end of the plan.</li> <li>Questions at the end of the plan.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the dialogue at the end of the plan on the board.</li> <li>Write the questions at the end of the plan on the board.</li> </ol>
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### Opening (3 minutes)

- Say:** In the last lesson we read about Mohamed's problem. Raise your hands if you can remember the problem. Have a pupil volunteer tell you what Mohamed's problem is.
- Ask:** What do you think Mohamed will do? Raise your hand to answer.
- Say:** Today we will read a little more about Mohamed and his problem.

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

- Point to the dialogue. **Say:** I will read the conversation between Mohamed, his older brother and sister and his father. Listen and read the conversation.
- Read the dialogue. Ask the pupils to repeat each sentence after you. Pause at the commas (,) and stop at the full stops (.) Make the underlined words stand out. Try to change your voice for each character. Follow the instructions in brackets ().
- Explain or do the action for new words. (Example new words: clever: intelligent and able to learn quickly, whisper: to speak very quietly, shout: to say something in a big voice - opposite of whisper, loud: high volume - opposite of quiet)

### Guided Practice (8 minutes)

- Ask:** How many characters are there? Raise your hand. (Answer: 4-Mohamed, Ibrahim, Aminata and the father)
- Ask:** Who likes acting? Who wants to be an actor? Raise your hand.
- Have 4 volunteers come to the front of the class. Give each pupil a character from the dialogue. Tell the actors they will read the conversation. Tell them to try to use their voice to show how the character feels. For example, Mohamed is quite angry and upset.
- Pupils read the dialogue at the front of the class.
- Praise the pupils and ask them to sit down.

### Independent Practice (12 minutes)

- Point to the questions on the board. Tell pupils to work alone. Ask them to write sentences to answer the questions. Give pupils 8 minutes.
- Have pupils volunteer to answer the questions.  
(Answers: a. He is busy. b. Aminata offers to do Mohamed's homework. c. Mohamed shouts because he is angry. He has a test tomorrow. d. Mohamed must study because he has a test tomorrow. The father is angry because everyone is shouting. Nobody is doing their chores.)

### Closing (2 minutes)

1. **Say:** We can understand emotion and mood from people's voices - if they whisper, shout or use an angry voice. We can also understand emotion and mood from people's facial expression and body language.
2. Explain facial expression and body language and do some actions to show anger, sadness and happiness.

#### DIALOGUE

It is Monday evening and the family is at home.

Ibrahim: Mohamed, I'm busy. I can't do my chores. You will have to do them and don't tell mum and dad. Okay! (*Whispering*)

Aminata: I'm busy too. Mohamed, I will do your homework if you finish my chores. You need to help dad with the garden. (*Normal voice*)




Mohamed: No! I can't. I have a test tomorrow. I must study. Why don't you do the chores yourself? I'm going to tell mum and dad. Dad! (*Shouting*)

Dad: What is all the shouting about? Ibrahim, Aminata, do your chores. You are so clever you should be able to do your homework and help around the house. Mohamed, listen to me, don't do their chores anymore. You are all special children. (*Loud and father's voice*)

#### QUESTIONS

- a. Why can't Ibrahim do his chores?
- b. What does Aminata offer to do for Mohamed?
- c. Why does Mohamed shout?
- d. Why must Mohamed study?
- e. Why is the father angry?

<b>Lesson Title:</b> Matching Verb Forms	<b>Theme:</b> Reading Comprehension; Verbs	
<b>Lesson Number:</b> L-05-103	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to match verbs in their present, past and future tenses.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Diary at the end of the plan.</li> <li>2. Table at the end of the plan.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the diary at the end of the plan on the board. Do not underline the verbs.</li> <li>2. Write the table at the end of the plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Ask:** Today is ... (e.g. Friday)?
2. Raise your hand and tell me what day it was yesterday. Encourage full sentences that use the past tense 'was' (e.g. Yesterday was Thursday.)
3. **Say:** Raise your hand and tell me what day it will be tomorrow. Encourage full sentences that use 'will be' (e.g. Tomorrow will be Saturday.)
4. Tell pupils that today they are going to talk about now, before and later.

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

1. **Ask:** Do you know what a diary is? Raise your hand to answer.
2. If pupils don't know, explain that it is a notebook where you write about your experiences.
3. Point to the diary on the board. **Say:** Listen carefully. I will tell you what I did yesterday, what I plan to do today and what I will do tomorrow.
4. **Read** the diary slowly and clearly.
5. **Say:** Raise your hand if you can tell me one thing I did yesterday. (Example answers: listened to some music, marked some assignments, planned lessons)
6. **Read** the diary again. Read it slowly and clearly.
7. **Say:** Raise your hand if you can tell me one thing I need to do today. (Example answer: teach classes)
8. **Say:** Raise your hand if you can tell me one thing I will do tomorrow. (Example answers: fun activities, visit your family)
9. Have 3 pupils volunteer to come to the board. 1 pupil underlines 1 example of a past verb, 1 pupil underlines 1 example of a present verb and 1 pupil underlines 1 example of a future tense verb. The other pupils should help out the pupils on the board.

**Guided Practice (9 minutes)**

1. **Say:** Read the diary on the board. Find sentences which describe the past, present and future. Give pupils 3 minutes.
2. **Say:** Work in pairs and check your answers.
3. Have different pupils volunteer to say which sentences are past, present, and future. (Sentences 1 and 2 = present, sentences 3 and 4 = past, sentences 5 and 6 = future)
4. **Say:** Write the table in your exercise books. Complete the table with the verbs in the diary. You have 3 minutes.

5. Tell pupils to check their answers as you read them out. (Answers: was, listened, marked, planned = past; have, enjoy, work = present; will do, will visit = future)
6. **Ask:** Which simple past verb is irregular? Raise your hands. (Answer: was)
7. **Ask:** Can you tell me any other irregular simple past verbs? Raise your hands. (Example answers: eat-ate, see-saw; read-read; find-found; know-knew; drink-drank; become-became; run-ran)
8. If you have time, remind pupils of spelling rules for regular simple past verbs.

**Independent Practice** (11 minutes)

1. **Say:** Work in pairs. Tell each other one thing you did yesterday, one thing you plan to do today and one thing you plan to do after school. Don't write anything. For example: I rode my bicycle yesterday. I have Science lessons today. I will do my homework later.
2. Give pupils 4 minutes to do the activity.
3. When pupils finish, ask pupils to work alone.
4. **Say:** Write 3 sentences in their exercise books. 1 sentence about what you did yesterday, 1 about what you plan to do today and 1 sentence about what you will do tomorrow. You have 5 minutes.
5. When pupils finish, remind them how to form negatives.
  - a. Use: don't (do not) or doesn't (does not) + verb for present.
  - b. Use: didn't (did not) + verb for past.
  - c. Use won't (will not) + verb for future.

**Closing** (2 minutes)

1. Have pupils volunteer to read their sentences.
2. **Ask:** What have we practiced today? Raise your hands. (Answer: talking about the past, present and future tenses)




*DIARY*

Yesterday was a quiet day. I listened to some music, marked some assignments and planned my lessons. Today I have three classes of English Language Arts and two classes of Mathematics to teach. It is a busy day but I enjoy my work and the pupils always work very hard. Tomorrow I will do lots of fun activities in class with my pupils. Later in the evening, I will visit my family in the village.

*TABLE*

Past (root verb +ed)	Present (root verb)	Future (will + verb)
listened	work	will do

<b>Lesson Title:</b> Writing With Verbs	<b>Theme:</b> Reading Comprehension; Verbs	
<b>Lesson Number:</b> L-05-104	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write sentences using a variety of verb tenses.		<b>Teaching Aids</b> Mariama's diary at the end of the plan.		<b>Preparation</b> Write Mariama's diary at the end of the plan on the board.
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### Opening (3 minutes)

1. **Ask:** Who has a diary? What do you write in it? Raise your hand to answer.
2. **Ask:** Why do you think it is important? Raise your hand to answer. (Example answers: It helps you to remember events and experiences. It is your personal object. Some people say writing how you feel can make you feel better. It helps you express your thoughts and feelings.)
3. Tell pupils that today they will learn how to write their own diary.

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

1. Point to the diary on the board. **Say:** I will read the diary to you.
2. **Read** the diary clearly and slowly.
3. Ask pupils if there are any new words. Circle any new words in the text on the board.
4. Explain the new words. For example: annoyed means to be a little angry with someone or about something; perform means to do an action or activity that usually needs practice; secret means something that you don't want others to know.
5. **Ask:** Why did Mariama have a bad day? Raise your hand to answer. (Answer: Her sister made her late for school. Her teacher was not happy with her.)

### Guided Practice (12 minutes)

1. **Say:** Now you will write your own diary.
2. **Say:** Start the diary with a new page in your exercise books and write the date.
3. **Write** on the board: Yesterday I ...
4. Ask pupils to complete the sentence. Give them 2 minutes.
5. **Write** on the board: The lessons I have today are ...
6. Ask pupils to complete the sentence. Give them 2 minutes.
7. **Write** on the board: Today I feel... because ...
8. Ask pupils to complete the sentence. Give them 2 minutes.
9. **Write** on the board: Tomorrow I ...
10. Ask pupils to complete the sentence. Give them 2 minutes.
11. Ask pupils to complete the sentence with their own ideas. Give them 2 minutes.

### Independent Practice (8 minutes)

1. **Say:** Work in pairs. Tell each other about your sentences. You have 3 minutes.
2. **Say:** Write 2 sentences about you and your partner.
3. **Write** this example on the board: Yesterday we went to school. Tomorrow I will go the market but (name of pupil) will help his father.
4. Give pupils 5 minutes.
5. Have 2 male pupils volunteer to read one of their sentences.

6. Have 2 female pupils volunteer to read one of their sentences.

**Closing** (2 minutes)

3. **Say:** Raise your hand if you will start a diary this week.
4. Ask pupils to tell you some of the rules for forming past, present and future sentences.




*MARIAMA'S DIARY*

Saturday, 29<sup>th</sup> October, 2016

I had a really bad day today. My teacher was not happy with me because I arrived for class late. I had to wait for my younger sister, Aisha. She was in bed when the school bus came, so the bus went without us. I am annoyed with her. Tomorrow I will make sure she is ready on time.

Tonight I have to practice my singing with the school choir. We will perform next week at the school drama and arts show. I am really excited. I think I have a good voice but I won't tell anyone else that; it's a secret.

<b>Lesson Title:</b> Verbs: Past Particles	<b>Theme:</b> Reading Comprehension; Verbs	
<b>Lesson Number:</b> L-05-105	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of this lesson pupils will be able to identify and write simple past and past participles.</p>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Verbs on the board (see preparation)</li> <li>2. Dialogue at the end of the plan.</li> <li>3. Beginnings of sentences at the end of the plan.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the verbs on the board: talk, talked, talked read, read, read lose, lost, lost hear, heard, heard write, wrote, written</li> <li>2. Write the dialogue on the board. Do not underline any words.</li> <li>3. Write the beginnings of the sentences at the end of the plan on the board.</li> </ol>
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**Opening (1 minute)**

1. **Ask:** What did we do yesterday? Raise your hand. (Example answers: We studied different tenses. We wrote our diary. We talked to each other. We wrote in our exercise books.)
2. Tell pupils that today they are going to talk about the past.

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

1. **Write** these sentences on the board: He read an interesting book yesterday. He has lost the book and can't find it.  
**Ask:** What time are the sentences talking about? Raise your hand. (Answer: the past, but 'can't find' is present)
2. **Say:** In sentence 1 there is a past time expression 'yesterday'. In the second sentence the action is in the past (he has lost the book) but we don't know when it happened.
3. Underline the verb 'read'. **Say:** This is the simple past.
4. **Ask:** Is it regular or irregular? Raise your hand if you know. (Answer: irregular)
5. Underline the verb 'lost'. **Ask:** Is this simple past? Raise your hand. (Answer: no)
6. **Say:** It is the past participle. We use the past participle with the verb 'have' when we want to talk about the past but we don't say when something happened.
7. Point to the verbs on the board. **Ask:** Which verbs are present? Raise your hand. (Answer: talk, read, lose, hear, write)
8. **Ask:** Which verbs are simple past? Raise your hand. (Answer: talked, read, lost, heard, wrote)
9. **Ask:** Which verbs are participles? Raise your hand. (Answer: talked, read, lost, heard, written)
10. Explain that sometimes the simple past and the past participle are the same. Other times the past participle is different. We must learn these irregular verbs.
11. **Write** the sentences on the board:
  - a. He lost his key yesterday. He has lost his key.
  - b. He spoke to his friend last week. He has spoken to his friend.



12. **Ask:** Which sentences are simple past? Raise your hand. (Answer: He lost his key yesterday. He spoke to his friend last week.)
13. **Ask:** Which sentences use the past participle? Raise your hand. (Answer: He has lost his key. He has spoken to his friend.)
14. Remind pupils of some common irregular verbs. For example, read-read, hear-heard, write-wrote-written.

**Guided Practice** (7 minutes)

1. **Read** the dialogue on the board.
2. **Ask:** What are William and Marai talking about? Raise your hand to answer. (Example answers: poetry, favourite poems, poets)
3. **Say:** Work in pairs. Write down the words in past participles in the dialogue, in your notebook. Do not write present or simple past verbs - only the past participles. You have 4 minutes.
4. Ask pupils to raise their hand and share the answers. (Answers: read, heard, read, written)

**Independent Practice** (10 minutes)

1. Point to the sentences on the board. Ask pupils to complete the sentences using a past participle. Give pupils 6 minutes.
2. Have 1 or 2 pupils volunteer to read their sentences to the rest of the class.

**Closing** (2 minutes)

1. Ask pupils to give you the present, simple past and past participle of the verbs they have used in the lesson: write, wrote, written; read-read-read; write-wrote-written)




*DIALOGUE*

- Marai: Have you ever read any African poems?
- William: Yes, I have.
- Marai: What's your favourite African poem?
- William: I think it's 'Africa' by Segun Rasaki. Have you heard of him?
- Marai: Yes, I have. When did you read it?
- William: The last time was about 3 months ago, but I've read it many times.
- Marai: Have you ever written a poem?
- William: Yes, I like writing poems. I wrote one in my diary yesterday.

*SENTENCES*

- I have never ...
- I have .... many times.
- My brother / sister has never ...
- My father / mother has never ...

<b>Lesson Title:</b> Retelling a Story	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-106	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to retell a story referring to characters, settings and events.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story at the end of the lesson plan.</li> <li>2. Sentences at the end of the plan.</li> </ol>		<p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story at the end of the plan on the board.</li> <li>2. Write the sentences at the end of the plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Ask pupils raise their hand to tell you the simple past of these verbs: live, get, laugh, run, shout, leave, pick, light, rain, stop. (Answers: lived, got, laughed, ran, shouted, left, picked, lit, rained, stopped)
2. Tell pupils that today they are going to read a story with these verbs.

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

1. Point to the board. **Say:** We are going to read a story about Amad.
2. **Write** this question on the board: Why was Amad unhappy?
3. **Read** the story. Ask pupils to read and listen.
4. **Read** the story again.
5. **Say:** Raise your hand if you know the answer to the question. (Answer: His brothers, sisters and cousins were mean to him.)
6. Have pupils volunteer to point out and underline new words in the story.
7. Draw pictures, do actions or explain any new words. (Example new words: rather = quite, huge = very big, thunder=loud noise in a storm, lightning=light in the sky during a storm, lit=simple past of light)
8. Ask pupils if the verbs in the story are present, past or future. (Answer: simple past)

### Guided Practice (10 minutes)

1. Point to the sentences on the board.
2. **Say:** Work in pairs. Put the sentences in the right order. Write the sentences in the right order in your exercise books. You have 8 minutes.
3. Have pupils volunteer to read the sentences in the right order. (Answer: see end of the lesson plan)
4. Put pupils in pairs. Ask pupils to practice reading the sentences.

### Independent Practice (12 minutes)

1. **Write** some of the important words from the story or the sentences on the board: Amad, family, small, youngest, ran, laughed, picked mangoes, storm, rained.
2. Read the words. Ask pupils to listen and repeat the words.
3. **Say:** Work in pairs. Tell each other the story. Use the words on the board to help you. You have 6 minutes.
4. Have 2 pairs volunteer to retell the story to the rest of the class.

5. Ask pupils what the most important information in the story is.

**Closing** (3 minutes)

1. **Ask:** What do you think will happen to Amad in the next part of the story? Will it be a happy or sad ending? Raise your hand to answer.

*STORY: PART ONE*

Once upon a time there was young boy called Amad who lived in a village with his very large family. He lived with his seven brothers, six sisters, his mum and dad, his grandmother and grandfather, his three aunts and four uncles and his ten cousins. What a huge family it was!

But Amad was very unhappy and often got upset. He was the smallest and the youngest member of the family. His brothers, sisters and cousins laughed at him because he was so small. They ran around the village, but Amad couldn't keep up with them as they ran so fast. 'Ha, ha, ha!' they laughed and shouted, as they left Amad behind.

There was a huge mango tree in the village. Sometimes Amad's brothers, sisters and cousins picked all the mangoes from the tree but they never gave Amad any of the mangoes they picked.

One day, there was loud thunder and lightning lit up the sky. Then it rained and it rained and didn't stop raining.

*SENTENCES*

One day there was a big storm.

Amad was very small and his brothers, sisters and cousins were mean to him.

Amad and his large family lived in a small village.

For example, they never gave Amad any of the mangoes they took from the tree.

Amad had a very large family and he was the youngest.

*SENTENCES: ANSWERS*

Amad and his large family lived in a small village.




Amad had a very large family and he was the youngest.

Amad was very small and his brothers, sisters and cousins were mean to him.

For example, they never gave Amad any of the mangoes they took from the tree.

One day there was a big storm.

<b>Lesson Title:</b> Inferring About Main Characters	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-107	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer questions about the main character using prediction and personal experiences to infer.</p>		<p><b>Teaching Aids</b> Part 2 of the story at the end of the plan.</p>		<p><b>Preparation</b> Write Part 2 of the story at the end of the plan on the board.</p>
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### Opening (5 minutes)

1. **Say:** Raise your hand if you remember last lessons' story.
2. Have a pupil volunteer to retell the story. If pupils can't remember, ask them to read the sentences that they put in the right order in the last lesson.
3. **Ask:** Raise your hand if you can describe Amad. (Example answers: Amad is small. He is the youngest in the family. He is unhappy and gets upset.)
4. Tell pupils that today they are going to read the rest of the story.

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

1. **Say:** Today we are going to read Part 2 of the story and find out what happened to Amad and his family.
2. **Ask:** What was the weather like at the end of the story in the last lesson? Raise your hand. (There was a storm. There was thunder and lightning. It rained and rained and didn't stop.)
3. Point to the story of the board. **Say:** I'm going to read the next part of the story. Listen and read the story on the board.
4. **Read** the story.
5. **Ask:** Are there any new words? Raise your hand.
6. Draw pictures, do actions or explain any new words.
7. Ask pupils if the verbs in the story are present, past or future. (Answer: simple past)
8. **Write** the question on the board: How can we describe Amad?
9. **Say:** Listen to the story again. Write any words to describe Amad.

### Guided Practice (9 minutes)

1. **Say:** We have a lot of information about Amad from the story.  
**Say:** Raise your hand if you can tell me something about Amad.
2. Write pupils' answers on the board. (Example answers: has a large family, small, the youngest in the family, unhappy, upset, can't run fast, can climb trees, clever, brave)
3. **Ask:** Do you think Amad loves his brother, Hussein? Raise your hand. (Answer: Yes, he is happy to see Hussein home safely)
4. **Say:** Raise your hand if you think Amad will be unhappy now.
5. **Say:** Raise your hand if you think Amad will be happy now.
6. Explain 'proud'. **Write** the word on the board.
7. **Say:** Raise your hand if you think Amad feels proud of himself.

### Independent Practice (8 minutes)

1. **Say:** Work in pairs. Write 3 sentences about Amad. You have 6 minutes.
2. **Write** an example on the board: Amad is the youngest in his family and he is small.
3. Have 1 female and 1 male pupil volunteer to read their sentences to the rest of the class. Listen and praise pupils.

**Closing** (5 minutes)

- a. Ask pupils if they are happy or unhappy.
- b. Have pupils volunteer to tell you a time they got upset.
- c. Have pupils volunteer to tell you a time they felt proud of themselves.

**STORY: PART TWO**




It rained and it rained all day long. Amad's eldest brother, Hussein, began to get bored so he wandered out of the village to find his friends. He didn't telling anyone where he was going. 'Oh, where is he,' cried his mother. All the family cried and cried. 'What can we do?' said Amad's father. 'Hussein has disappeared. Where has he gone?'

One thing Amad was very good at was climbing trees. He climbed to the tallest branch. He looked all around the village and beyond. Suddenly, he shouted 'Look! Hussein is outside the village. The rain has made the road very muddy and Hussein has fallen over and hurt himself.'

The whole family shouted and clapped as Amad's father and brothers went to save Hussein. His family was very happy and relieved that Hussein was alright. 'What a brave and clever young boy, you are!' they said to Amad.

Suddenly they all saw Hussein. Hussein was very tired and a little hurt but glad to be home. Amad was very happy to see his brother was safely home. All the family thought Amad was very clever and brave and his brothers and sisters never left him behind again. But his parents told him not to climb trees as he was too young and small and climbing trees was dangerous.

<b>Lesson Title:</b> Inferring About Main Characters (Continuation)	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-108	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write inferences about the main character.</p>	 <p><b>Teaching Aids</b> 1. Diary at the end of the plan 2. Table at the end of the plan 3. Questions at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the diary at the end of the plan on the board. 2. Write the table at the end of the plan on the board. 3. Write the questions at the end of the plan on the board. 4. Write the beginnings of the sentences on the board (see Independent Practice section)</p>
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### Opening (2 minutes)

1. **Say:** Raise your hand if you can remember Mariama's diary.
2. **Say:** Raise your hand if you can tell me why she was late for school? (Answer: Her sister overslept and they missed the bus.)
3. Tell pupils that today they will read the next day of Mariama's diary and find out more about her.

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

1. Point to the board. **Say:** I am going to read the new diary entry for Mariama. Listen and read.
2. **Read** the new diary entry on the board. Pupils listen and read.
3. **Ask:** Are there any new words?
4. Have a pupil volunteer to come to the board to underline new words.
5. Explain the new words. (For example: star is a shape with four points; gold is a yellow metal and is expensive; a prize is something you win in a competition)
6. **Say:** Raise your hand up if you think a star student of the day is a good idea.
7. Point to the board. **Say:** The column on the left are the prizes (nouns) and the column on the right are things (action verbs) that you can do with the prizes.
8. **Say:** Write the table in your exercise book. Match the nouns to the verbs. You have 5 minutes.
9. Ask pupils to raise their hand and share their answers. Ask them to check their answers. (Answers: 1-b, 2-b, 3-a, 4-c)
10. **Ask:** Raise your hand up if you can tell me the past tense of each verb. (Answers: wrote, drank, read, ate)  
**Note:** Make sure the past form of read is spoken as /red/.

### Guided Practice (10 minutes)

1. Point to the questions on the board. **Say:** Answer the questions. Use Mariama's diary to help you answer the questions. Work in pairs. You have 6 minutes.
2. Invite different pairs to share their ideas with the class. (Example answers: a. Mr Tamba will give the star student a book. Mariama's diary says that he likes to encourage pupils to read books and write letters. b. He likes his pupils to be punctual (on-time) and to work hard. He likes to

motivate and reward pupils by giving prizes. Mr Tamba wants his pupils to do well. He wants his pupils to improve their reading and writing.)

**Independent Practice (10 minutes)**

1. **Read** the beginnings of the sentences on the board.
  - a. I think /don't think Mariama is a good student because ...
  - b. I think Mariama likes ... because ...
  - c. I think/don't think Mr Tamba is a good teacher because ...
2. **Say:** Complete the sentences for Mariama and Mr Tamba using the information in Mariama's diary and your own ideas. You have 7 minutes.
3. Have pupils volunteer to read their sentences.
4. Ask pupils what information in the diary helped them to decide how to complete the sentences. (Answers: pupils' own answers as they are inferring information in the text. Example answers: Mariama is a good student because she is on time and works hard. She likes studying and sweet things. Mr Tamba is a good teacher because he wants his pupils to do well.)

**Closing (1 minute)**

1. **Say:** We can understand a lot about characters from information we are given about them.
2. **Ask:** What do we understand about Mariama and Mr Tamba from the information? Raise your hand.

**DIARY**

Today, I had a good day. My teacher, Mr Tamba, was very happy with me because I was on time and I worked really hard in the lesson. He said I was the star student of the day. At my school we get a gold star on the board next to our name if we are the star student. Now I have six stars. I want to get more than my friend Dina who has seven. Mr Tamba says the first student to get eight stars will win a prize. He likes to encourage us to read books and write letters. I don't know what the prize is but I want it. I hope it something sweet!

**TABLE**




Nouns	Verbs
1. chocolate	a. write
2. juice	b. drink
3. pen	c. read
4. book	d. eat

**QUESTIONS**

- a. What prize do you think Mr Tamba will give the star student?  
Why? What information is there in Mariama's diary to help you understand?
- b. What kind of teacher do you think Mr Tamba is? Why?  
What information is there in Mariama's diary to help you understand?



<b>Lesson Title:</b> Role Playing A Simple Plot	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-109	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to perform role play to illustrate the plot.		<b>Teaching Aids</b> Story at the end of the plan.		<b>Preparation</b> Write the story at the end of the plan on the board.
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### Opening (5 minutes)

1. **Say:** Raise your hand if you can describe a forest. (Example answer: A forest is a large area covered with trees. In Sierra Leone we have the Kangari hills forest.)
2. **Say:** Raise your hand if you can describe a wolf. (Example answer: A wolf is a wild animal that looks like a big dog and eats meat.)
3. Tell pupils that today they are going to read a story called Little Red Riding Hood.

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

1. Point to the story on the board. **Say:** I am going to read you a story. Listen and read.
2. **Read** the story. Use different voices for the family members and the wolf.
3. **Ask:** What do you think happened to the grandmother? Raise your hand to answer. (Answer: The wolf ate her.)
4. **Ask:** How do you know? Raise your hand to answer. (Answer: The wolf was in her house and says he has big teeth to eat her with.)
5. Point to the board. **Say:** Listen to the story again.
6. **Read** the story again.
7. **Ask:** Are there any new words? Raise your hand to tell me a new word.
8. Underline new words in the story on the board and explain them.

### Guided Practice (12 minutes)

1. Ask pupils if the story has finished. (Answer: No. We do not know what Little Red Riding Hood's father did and what happened to her.)
2. **Say:** Work in pairs. Talk about what happens next. You have 4 minutes.
3. Have pupils volunteer to explain their predictions. Use the question word 'Why?' **Ask:** Why do you think ... will happen?
4. **Say:** Write what you think the father will say and do. Write what you think will happen to the wolf and Little Red Riding Hood. Work in pairs. You have 5 minutes
5. Have pupils volunteer to share their ideas about what will happen next. (Example answers: I think the wolf will eat her.)

### Independent Practice (9 minutes)

1. Put pupils in pairs.
2. **Say:** One of you will play Red Riding Hood and the other will play the wolf. Decide your roles in your pairs.
3. **Say:** Now we will all practice together. I will read the part of the narrator.

4. Perform the role play as a whole class. Read the words of the narrator. Ask all the pupils playing the Red Riding Hood to read her dialogues together and all the ones playing the wolf to read its dialogues together.
5. Have 1 group pair volunteer to perform the story in front of the class. Read the parts of the narrator for them. Praise pupils and give them feedback.

**Closing (1 minute)**

1. **Say:** At the end of the story the father saves Little Red Riding Hood and the wolf leaves the forest.
2. **Ask:** Who guessed the ending? Raise your hand to answer.

**STORY: LITTLE RED RIDING HOOD**

Narrator: Little Red Riding Hood lived with her father and mother in a house in the forest. One day Little Red Riding Hood's mother said...

Mother: Will you take these cakes to your grandmother?

Red Riding Hood: Yes, I will. I like to visit grandmother.

Narrator: The grandmother's house was on the other side of the forest. And in the forest lived a wolf. When the wolf saw Little Red Riding Hood, he said:

The Wolf: I will eat her all up!

Narrator: Little Red Riding Hood knocked on her grandmother's door and she heard a strange voice...

The Wolf: Come in. I was waiting for you.

Narrator: Little Red Riding Hood looked at her grandmother and said...

Red Riding Hood: Oh grandmother. What big ears you have!

The Wolf: All the better to hear you with, my dear. Come closer. Come closer.

Red Riding Hood: Oh grandmother. What big eyes you have!

The Wolf: All the better to see you with, my dear. Come closer. Come closer.

Red Riding Hood: Oh grandmother. What big teeth you have!

The Wolf: All the better to eat you with!




Narrator: The wolf jumped up and chased Little Red Riding Hood around the forest.

Red Riding Hood: Help me! Help me! Father!

Father: ... ..

Narrator: ... ..

<b>Lesson Title:</b> Describe the Setting	<b>Theme:</b> Reading Comprehension	
<b>Lesson Number:</b> L-05-110	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to draw and describe the setting of a story.</p>		<p><b>Teaching Aids</b> Table at the end of the plan</p>		<p><b>Preparation</b> Write the table at the end of the plan on the board.</p>
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**Opening (3 minutes)**

1. **Say:** Raise your hand if you can tell me the title of the story we read yesterday. (Answer: Little Red Riding Hood)
2. **Say:** Raise your hand if you can tell me how the story ended. (Answer: The father saved Little Red Riding Hood and the wolf left the forest.)
3. Tell pupils that today they will describe a forest.

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

1. **Ask:** Who can tell me one animal you can find in a forest? Raise your hand to answer. (Example answers: elephants, chimpanzees, monkeys, birds)
2. **Ask:** How big is a (animal pupil says)? Raise your hand to answer. (Example answers: very big, huge, small)
3. **Ask:** What other things can you find in the forest? Raise your hand to answer. (Example answers: trees, rocks, flowers, lakes and rivers)
4. Point to the table on the board. **Say:** Listen and repeat the words in the table.
5. **Read** each word in the table 2 times. Pupils listen and repeat.
6. Explain any new words.
7. Have a pupil volunteer to make a sentence using 'elephant' and one of the adjectives. For example: Elephants are huge.
8. **Write** the sentence on the board.
9. Check the word order is noun + verb + adjective, with the whole class.
10. Check plural nouns use the correct form of the verb 'to be', with the whole class.
11. Have more pupils volunteer to make sentences.

**Guided Practice (7 minutes)**

1. **Say:** Imagine Little Red Riding Hood lives in the Karangi Forest Reserve in Sierra Leone.
2. **Say:** Work in pairs. Talk about the animals and nature that she can see every day. Use some of the words in the table. Use other words you know to describe places. You have 5 minutes.
3. Have 1 or 2 pairs volunteer to tell the class what they talked about. Listen and correct errors. For example: wrong word order, use of 'is' and 'are'.

**Independent Practice (12 minutes)**

1. **Say:** Imagine you are describing what Kangari Forest Reserve looks like to a pupil who lives in another country. Work alone. Draw a picture in your exercise book of the animals and the nature (birds, trees, lakes) that you can see in the Forest Reserve. You have 6 minutes.
2. **Say:** Work in pairs. Show your picture to your partner. Tell them about your picture. Tell them the things you like, and why you like them. You have 4 minutes.




**Closing** (3 minutes)

1. Have 1 or 2 pupils volunteer to describe their forest. Praise the pupils and correct any mistakes.

*TABLE*

Nouns	Adjectives (size)
elephants	huge (very big)
chimpanzees	big, playful
monkeys	small, furry
birds	little, bright
trees	large, leafy
rocks	heavy, solid
flowers	tiny, pretty, colourful
lake and rivers	long, calm

<b>Lesson Title:</b> Differentiating Between Speculation and Information Questions	<b>Theme:</b> Speculation; Expressing Opinions	
<b>Lesson Number:</b> L-05-111	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to differentiate between direct responses to questions and speculation.		<b>Teaching Aids</b> Questions at the end of the plan.		<b>Preparation</b> 1. Draw an airplane on the board. 2. Write the questions at the end of the plan on the board.
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### Opening (2 minutes)

1. Ask pupils to look at the picture on the board. Ask them to tell you what they can see.
2. Ask 2 or 3 pupils if they would like to own an airplane.
3. Tell pupils that today they are going to use their imagination.

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

1. Ask pupils to close their eyes.
2. **Say:** Imagine you have an airplane. Imagine the places you would go.
3. Ask pupils to open their eyes.
4. Ask pupils which places they imagined.
5. Point to the picture of the airplane on the board.
6. **Ask and write** on the board: What if you had an airplane?
7. **Say and write** on the board: I would travel around the world.
8. Ask pupils to repeat the questions and answer.
9. Divide the class into 2. The right side of the class asks the question. The left side of the class answers the question. Then change.
10. **Say:** Raise your hand if you have an airplane.  
**Say:** Raise your hand if you don't have an airplane but can imagine it.
11. Explain to pupils that when we ask a question with 'What if' the verb is in the simple past. We answer the question with 'would + base verb'.

### Guided practice (10 minutes)

1. **Say:** Let's use our imagination again. Let's practice more questions and answers.
2. **Write** this sentence starter on the board: I would ...
3. Ask pupils to write the sentence starter in their exercise books.
4. **Say:** I will ask you a question. Don't say anything. Write the answer. Each sentence starts with: I would ...
5. **Ask:** What if you had a lot of money?
6. Pupils write. Give 1 minute to think and write.
7. **Ask:** What if you lived in a very big house?
8. Pupils write. Give pupils 1 minute to think and write.
9. **Ask:** What if you had a car?
10. Pupils write. Give pupils 1 minute to think and write.
11. **Ask:** What if you were 18 years old?
12. Pupils write. Give pupils 1 minute to write.

13. Ask pupils to work in pairs. **Say:** Read your sentences to your partner.
14. Give pupils 2 minutes.
15. Have 2 or 3 pupils volunteer to read to their sentences to the rest of the class.

**Independent Practice** (10 minutes)

1. Point to the questions on the board. Ask pupils which questions we need to use our imagination to answer. (Answer: b and d)
2. **Say:** Work in pairs. Ask and answer all the questions.
3. Give pupils 3 minutes to talk.
4. **Say:** Work alone. Write the answer to the questions in your exercise books. Write 4 sentences, one for each question. You have 6 minutes.




**Closing** (3 minutes)

1. Have pupils volunteer to ask and answer the questions.

*QUESTIONS*

- a. Where do you live?
- b. What if you lived in America?
- c. How old are you?
- d. What if you were 18?

<b>Lesson Title:</b> Speculating	<b>Theme:</b> Speculation; Expressing Opinions	
<b>Lesson Number:</b> L-05-112	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to speculate about questions regarding information and text.</p>		<p><b>Teaching Aids</b> Text at the end of the plan.</p>		<p><b>Preparation</b> Write the text at the end of the plan on the board.</p>
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### Opening (3 minutes)

- Ask:** Which people wear a uniform? Raise your hand to answer. (Example answers: policeman, soldier, security guard, nurse, doctor, pupil, housekeeper)
- Write** the jobs on the board. Make sure you include 'policeman' and 'doctor'.

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

- Point to the text on the board. **Say:** I am going to tell you about Mr. and Mrs. Koroma. Listen and read.
- Read** the text.
- Have pupils volunteer to point out any new words.
- Explain the meaning of the new words.
- Say:** Raise your hand if you know what the text is about. (Answer: Mr. and Mrs. Koroma's jobs)
- Say:** Mr. Koroma wears a uniform. He might be a soldier. He can't be an office worker.
- Say:** Mrs. Koroma works in a hospital. She might be a doctor or nurse. She can't be a farmer.
- Say:** Raise your hand if you think Mr. Koroma might be a policeman.
- Say:** Raise your hand if you think Mrs. Koroma might be a doctor.
- Write** on the board: Mr. Koroma might be a policeman. Mrs. Koroma might be a doctor. Mrs. Koroma can't be a farmer.
- Ask pupils to listen and repeat the sentences. Pupils repeat each sentence 2 times.
- Ask:** Do we know 100% if Mr Koroma is a policeman? Raise your hand if you think 'no'. (Answer: no)
- Ask:** Do we know 100% if Mrs Kormoa is a doctor? Raise your hand if you think 'yes'. (Answer: no)
- Say:** We use 'might' when something is possible but not sure. We use 'can't' or 'cannot' when we know something is not possible.

### Guided Practice (10 minutes)

- Write** the jobs on the board: farmer, nurse, teacher, mechanic, chef.
- Say:** I will say 5 sentences about 5 different people. In your exercise books write what you think each person might be. Use the jobs on the board.
- Say:** My name is Mokma. I work in a school.
- Give pupils 1 minute to think and write the word.
- Say:** My name is Christiana. I wear a uniform and work in a hospital.
- Give pupils 1 minute to think and write the word.
- Say:** My name is Wenish. I work with cars and bicycles.
- Give pupils 1 minute to think and write the word.

9. **Say:** My name is Yaema. I cook food.
10. Give pupils 1 minute to think and write the word.
11. **Say:** My name is Gabriel. I work in the field.
12. Give pupils time to decide and write the word.
13. Have pupils volunteer to tell you the job. Guide pupils to say a complete sentence: Mokma might be a teacher.
14. Ask pupils what each person can't be. For example, Mokama can't be a housekeeper because she works in a school.

**Independent Practice** (9 minutes)

1. **Write** the names and jobs on the board: Mokma/teacher, Christiana/nurse, Wenish/mechanic, Yaema/housekeeper, Gabriel/farmer.
2. **Write** on the board: He/She might ...He/She can't be ...
3. **Say:** Write 5 sentences about the people. Use the words on the board to help you. Work alone. You have 6 minutes.
4. Ask pupils to work in pairs.
5. **Say:** Read your sentences to your partner.

**Closing** (1 minute)

1. Have pupils volunteer to read their sentences to the rest of the class.




*TEXT*

Mr. Koroma works in the city. He wears a uniform and drives a car. Sometimes he works during the day and sometimes he works at night. He has an important, but quite a dangerous job.

Mrs. Koroma works in the city too. She also wears a uniform and drives a car. She often works at night. She works in a hospital. She has an important job.



<b>Lesson Title:</b> Expressing Opinions – Protecting the Environment	<b>Theme:</b> Speculation; Expressing Opinions	
<b>Lesson Number:</b> L-05-113	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to discuss the reasons it is important to protect the environment.</p>		<p><b>Teaching Aids</b> 1. Sentences at the end of the plan. 2. A used piece of paper or a piece of newspaper</p>		<p><b>Preparation</b> Write the sentences at the end of the plan on the board.</p>
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**Opening (3 minutes)**

1. Show pupils a piece of used paper or a piece of paper. Ask them to think of different ways to reuse it before it goes in the bin.
2. **Ask:** Why is it important to reuse things? Raise your hand to answer. (Answer: If we reuse paper, we can save trees and protect the environment.)
3. **Say:** Today we will discuss why it is important to protect the natural world.
4. **Write** ‘environment’ on the board. Explain that ‘environment’ means the world around us.

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

1. Ask pupils to share their ideas on why we need to protect the environment. (Example answers: So that we can live in a clean place; so that we can save trees)
2. Ask pupils to share their ideas on how we can protect the environment. (Example answers: Don’t waste water, reuse things rather than throwing them away)
3. **Say:** Listen to some of the reasons why it is important to protect the environment. Repeat these sentences twice:
  - a. We need to protect the animals, birds and plants.
  - b. We need to grow food to eat.
  - c. We need to have water to drink.
  - d. We need to save trees because they produce oxygen.
4. Explain any new words. Discuss with pupils why these things are important.
5. **Write** ‘We need to protect the animals, birds and plants’.
6. Explain ‘need to’ means it is necessary (must).
7. **Say:** Birds, animals, plants, forests, water and food are all necessary in our lives.

**Guided Practice (8 minutes)**

1. Point to the sentences on the board.
2. **Say:** Work in pairs and match the beginnings and ends of the sentences. You have 5 minutes.
3. Have pupils volunteer to come to the board and draw a line between the first and second part of the sentence. The other pupils have to tell whether they are matched correctly. (Answers: We need to protect the animals, birds and plants. We need to grow food to eat. We need to have water to drink. We need to save trees because they produce oxygen.)

**Independent Practice (10 minutes)**

1. **Write** on the board ‘Our environment’.

2. **Say:** Draw a poster to inform people why we need protect the environment. Use the words on the board and your own ideas. Draw some pictures because it is a poster and we want people to read it. You have 10 minutes.
3. Ask pupils to work in pairs.
4. **Say:** Show your poster to your partner. Tell your partner about your poster.
5. Have 1 or 2 pupils volunteer to show their posters to the rest of the class.




**Closing** (1 minute)

1. **Ask:** Why do we need to protect the environment? Raise your hand to answer.

**SENTENCES**

- a. We need to protect the            because they produce oxygen.
- b. We need to grow                    to drink.
- c. We need to have water            food to eat.
- d. We need to save forests            animals, birds and plants

<b>Lesson Title:</b> Expressing Opinions: Protecting the Environment (Continued)	<b>Theme:</b> Speculation; Expressing Opinions	
<b>Lesson Number:</b> L-05-114	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a few sentences expressing their opinion about why we need to protect the environment.</p>	 <p><b>Teaching Aids</b> 1. Pictures on the board - see preparation 2. Paragraph at the end of the plan</p>	 <p><b>Preparation</b> 1. Draw a forest with trees, a factory with smoke coming out of the chimney and a glass of water on the board. 2. Write the paragraph at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. **Say:** Raise your hand if you can remember why we need to protect the environment. (Example answers: we need trees to give us oxygen, we need clean water to drink)
2. **Ask:** What do we need to do? Raise your hand to answer. (Example answers: save paper, save water, tell people to protect the environment)
3. Tell pupils that today they are going to say why they think we need to protect the environment.

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

1. Point to the pictures on the board.
2. **Write** these words under the pictures on the board: deforestation, air pollution, water pollution.
3. **Say:** Deforestation is when we cut down trees. Air pollution is dirty air. Water pollution is dirty water.
4. Ask pupils if they have any questions. Respond to their questions.
5. **Say:** Listen and repeat the words. Pupils listen and repeat the words: deforestation, air pollution, water pollution.
6. **Say:** We should protect the environment to stop air pollution. Pupils listen and repeat.
7. **Say:** We should protect the environment to stop water pollution. Pupils listen and repeat.
8. **Say:** We should protect the environment to stop deforestation. Pupils listen and repeat.
9. Explain 'should' means it is a good idea.
10. **Ask:** Why do we need forests? Raise your hand to answer. (Answer: because they produce oxygen, because animals and birds live in the forests)
11. **Ask:** Why do we need water? Raise your hand to answer. (Answer: to drink, to live)
12. **Ask:** Why do we need to stop air pollution? Raise your hand to answer. (Answer: It is not good for us. It is bad for our health. It is not good for animals or birds.)

### Guided Practice (13 minutes)

1. **Write** these words on the board: should, need, deforestation, drink, produce.
2. Point to the paragraph on the board. Ask pupils to copy the paragraph in their exercise books.
3. **Say:** Work in pairs. Complete the spaces in the paragraph with the words on the board. You have 5 minutes.
4. Have a pupil volunteer to write the words in the correct spaces. (Answers: deforestation, produce, drink, should, need)
5. **Read** the paragraph. Stop after each sentence. Pupils repeat.

**Independent Practice** (8 minutes)

1. **Write** on the board: In my opinion ... I think we should ... because ... I think we need to ... because ...
2. **Say:** Work alone. Write 1 sentence. Write your opinion and why you think we need to protect the environment. Think about what you learned in the last lesson. Think about what you learned in this lesson. Use the paragraph and words on the board to help you. You have 4 minutes.
3. Have a male pupil volunteer to read his sentence.
4. Have a female pupil volunteer to read her sentence.




**Closing** (2 minutes)

1. **Ask:** Why do we need to protect our environment? Raise your hand to answer.
2. **Say:** After the lesson, think of ways you can help protect the environment. For example, you can turn off the tap when you finish using it to save water.

**PARAGRAPH**

I think we should stop \_\_\_\_\_ because forests \_\_\_\_\_ oxygen. The planet, animals and birds need oxygen to live. In my opinion we should stop water pollution because we cannot \_\_\_\_\_ dirty water. Also, we \_\_\_\_\_ protect the environment because we \_\_\_\_\_ to grow food to eat.

<b>Lesson Title:</b> Expressing Opinions: Protecting the Environment (Continued)	<b>Theme:</b> Speculation; Expressing Opinions	
<b>Lesson Number:</b> L-05-115	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write their opinion about protecting the environment in a letter to someone.</p>		<p><b>Teaching Aids</b> Letter outline at the end of the plan.</p>		<p><b>Preparation</b> Write the letter outline at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** We all like talking to our friends. What do you talk about with your friends? Raise your hand to answer.
2. **Write** some of the pupils' ideas on the board. (Example answers: home, school, other friends, music)
3. **Ask:** If your friend goes away, how do you talk to your friend without a phone or internet? Raise your hand to answer. (Example answers: mobile phone, email, letters)
4. Tell pupils that today they are going to write a letter to a friend.

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

1. **Say:** When we write letters to our friends, we use the same language as if we are talking to our friend.
2. Point to the letter outline on the board.
3. Point to the address. **Ask:** What is this? Raise your hand to answer. (Answer: the address of the person writing the letter)
4. **Say:** Always write the address in the top right corner of the letter. If you live in a big town like Kenema, begin with the number of your house. (Point to the number.) Then the street name. (Point to the street name.) Then the name of the town. (Point to the name of the town.)
5. Point to the date. **Ask:** What is this? Raise your hand to answer. (Answer: the date)
6. Explain that we write the day, month and year.
7. Point to 'Dear'. **Say:** When we write a letter we use 'Dear' (point to the word) and the name of the person we are writing to.

### Guided Practice (10 minutes)

1. Ask pupils to write their own address and today's date.
2. Ask pupils to choose a friend to write to, and then write 'Dear' and the friend's name.
3. **Say:** Now you are ready to start writing to your friend. We begin the first sentence on the next line (point to the position of the first sentence).
4. Point to each section on the outline as you explain the following parts of the letter.
5. **Say:** First, ask about your friend.
6. **Ask:** What can we ask? Raise your hand to answer. (Example answers: I hope you are well. How is your family? How is school?)
7. **Say:** Then, say why you are writing.

8. **Ask:** What can we say? Raise your hand to answer. (Example answer: I want to tell you about the lesson we had and why we need to protect the environment.)
9. **Say:** Then, tell your friend your ideas and opinions.
10. **Ask:** What can we say? Raise your hand to answer. (Example answer: I think we need to stop air pollution because it is not healthy for us.)
11. **Say:** Then, end the letter.
12. **Ask:** What can we ask? Raise your hand to answer. (Example answer: Write soon. Take care. I am looking forward to seeing/visiting you soon.)
13. **Say:** Then say 'best wishes' or 'love'.
14. **Say:** Finally, sign your name.

**Independent Practice** (12 minutes)

1. **Say:** Write a letter to your friend. Write your opinion about protecting the environment in the letter. Use the letter on the board to help you. Use your sentences from the last lesson too. Work alone. You have 10 minutes.

**Closing** (3 minute)

1. Have 1 or 2 pupils volunteer to read their letters.

*LETTER OUTLINE*




34 Blama Road  
Kenema  
Sierra Leone

15 December 2016

Dear Gabriel,

- Ask about your friend (I hope you are well.)
- Say why you are writing (I want to tell you about the lesson we had and why we need to protect the environment.)
- Tell your friend your opinion about why we need to protect the environment.
- End the letter (Take care. Write soon.)
- Closing (With best wishes, Love)
- Sign the letter.

<b>Lesson Title:</b> Word Meaning from Context	<b>Theme:</b> Structure: Distributive Adjectives; Responses to Reading	
<b>Lesson Number:</b> L-05-116	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to determine meanings of unfamiliar words using context.		<b>Teaching Aids</b> Letter at the end of the plan.		<b>Preparation</b> Write the letter at the end of the plan on the board.
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### Opening (2 minutes)

1. Ask pupils to raise their hand if they remember the last letter they wrote.
2. **Ask:** What was it about? Raise your hand to answer. (Answer: It was a letter to a friend about protecting the environment.)
3. Tell pupils that today they are going to read a letter from someone in Cairo, Egypt.

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

1. Ask pupils if they know where Cairo or Egypt is. (Answer: Cairo is the capital of Egypt which is a country in North Africa.)
2. **Write** the question on the board: What does Abdul write about in the letter?
3. Point to the letter on the board. **Say:** I am going to read the letter. Listen and read. Try and answer the question on the board.
4. **Read** the letter 2 times.
5. **Ask:** What does Abdul write about in the letter? Raise your hand. (Answer: his city and his free time)
6. **Ask:** Are there any new words? Raise your hand to answer.
7. Have pupils volunteer to point out any new words in the letter.
8. **Say:** There are some new words in the letter. We can understand these new words by reading the sentence with the word in it and the sentences before and after. We can often guess what the new words means from the sentence.
9. Point to the word 'lively'. **Read** the sentence.
10. **Ask:** What kind of word is 'lively'? Raise your hand to answer. (Answer: an adjective)
11. **Ask:** Why does Abdul say his city is lively? Raise your hand to answer. (Answer: because there are lots of shops, restaurants, offices and things to do)
12. Explain that 'lively' is a positive word. It means a lot of life, things to do and people.
13. **Say:** We can understand 'lively' if we read the sentence with the word in it or the sentences before and after.

### Guided Practice (6 minutes)

1. Point to the word 'traffic jams' in the letter.
2. Ask pupils to read the sentence. Give them 1 minute to read.
3. **Ask:** What kind of word is 'traffic jam'? Raise your hand to answer. (Answer: a noun)
4. **Ask:** What do we know from the sentence? Raise your hand to answer. (Answer: We know there are a lot of cars and buses. We know it is difficult to move around in Cairo.)
5. **Say:** We know it is difficult to get from one place to another in Cairo because of the traffic jams. Raise your hand if you think you know what 'traffic jam' might mean.

6. Pupils say what they think a traffic jam is.
7. **Say:** A traffic jam is when there is a line of cars, which are waiting to move.
8. **Write** the word and the meaning on the board.

**Independent Practice** (13 minutes)

1. **Write** the words 'keen on' and 'hanging out' on the board.
2. Ask pupils to read the sentences with these words. Tell pupils to try and guess the meaning from the sentence.
3. Give pupils 4 minutes.
4. **Ask:** What does 'keen on' mean? Raise your hand to answer. (Answer: like, enjoy)
5. Ask pupils to explain how we can understand the meaning.
6. **Ask:** What does 'hanging out' mean? Raise your hand to answer. (Answer: spending time with, being with friends.)
7. Ask pupils to explain how we can understand the meaning of the words.
8. **Say:** You have learned 4 new words; lively, traffic jam, keen on and hanging out with. Write sentences with any 2 of the new words. You have 6 minutes.

**Closing** (2 minutes)

1. Have pupils volunteer to read 1 of their sentences to the rest of the pupils in the class.

*LETTER FROM CAIRO*

Dear Mohamed,

I hope you are well. I am fine and school is good. In your last letter you asked me to tell you about my city and my free time.

I like my city because there are lots of things to see and do. It is very lively because there are lots of shops, restaurants, offices. It has a very large population. There are so many people living and working in Cairo. There are so many cars and buses that often it is difficult to get from one place in the city to another because there are traffic jams.

I am keen on playing and watching football. My favourite team is the Brazilian football team because I think they are the best team in the world. I also like hanging out with my friends. We go to the park or to each other's homes.




I must go now as it is my bedtime. Please write when you have time.

With best wishes,

Abdul



<b>Lesson Title:</b> Lessons from a Passage	<b>Theme:</b> Structure: Distributive Adjectives; Responses to Reading	
<b>Lesson Number:</b> L-05-117	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to discuss the lesson/moral of any available comprehension passage or text.</p>	 <p><b>Teaching Aids</b> 1. Story at the end of the plan 2. Exercise at the end of the plan</p>	 <p><b>Preparation</b> 1. Write the story at the end of the plan on the board. 2. Write the exercise at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. Ask pupils about their friends. For example: Do you have many friends? Do they go to the same school? Do they live in the same village or town?
2. Tell pupils that today they are going to read a story that teaches us a lesson.

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

1. **Write** the title 'The Ugly Duckling' the board. Point to the title.
2. **Say:** Raise your hand if you know what a duckling is. (Answer: a baby duck)
3. **Say:** Raise your hand if you know what ugly means. (Answer: opposite of beautiful)
4. **Say:** I am going to read the story. Listen and read.
5. **Read** the story 2 times.
6. Have pupils volunteer to point out new words in the story.
7. Draw pictures, do actions or explain the new words.

### Guided Practice (12 minutes)

1. Point to the sentences on the board. **Say:** I will read some sentences. After each sentence I will stop. In your exercise books, write true if the sentence is true. Write false if the sentence is the sentence in false.
2. **Write** 'true' and 'false' on the board.
3. **Read** the first sentence. Stop and give pupils time to write true or false.
4. **Say:** I will repeat the same sentence again.
5. Repeat for all the sentences.
6. **Say:** Let's check together.
7. **Read** the first sentence.
8. **Ask:** Is it true or false? Raise your hand to answer.
9. Repeat for the other sentences. (Answers: 1 is false. 2 is false. 3 is true. 4 is false. 5 is true. 6 is false. 7 is true.)

### Independent Practice (9 minutes)

1. **Say:** A lot of stories try to teach us something. We call this a story with a moral or lesson. Listen to the options for the moral of this story.
2. Read out 3 options for morals slowly and loudly. Repeat twice.
  - The story teaches us to be afraid of people who are different.
  - The story teaches us to choose our friends carefully.
  - The story teaches us that how people look is not important.

3. **Say:** Work in pairs. Discuss the options and decide what is the moral of this story. You have 4 minutes.
4. Ask pupils to raise their hand to share what they discussed.
5. **Say:** The story teaches us that we must not judge people because of how they look. We must not judge people if they are different. We are all beautiful in our own special way. We are all equal.

**Closing** (2 minutes)

1. Ask pupils questions about the story. Tell them to raise their hand to answer. Example questions: Did you like the story? Why/Why not? What did the story teach you?

*TRADITIONAL STORY: THE UGLY DUCKLING*

Mother Duck lived near a lake. She had five small eggs and one large egg in her nest of grass and reeds. One day, the five small eggs cracked. Five, beautiful yellow ducklings hatched.

Then the large egg cracked open. One big, ugly duckling hatched. Mother Duck thought it was very strange this duckling was so ugly because all the other ducklings were so beautiful.

None of the ugly duckling's brothers or sisters wanted to play with him. Everyone thought he was too ugly to play with.

The ugly duckling was upset and lonely. So, he decided to look for some friends. Nobody wanted to be his friend and play with him. Not the pig, sheep, not the cow, not the horse. They all told him to go away.

It started to get cold. He did not want to go back to the lake, so the ugly duckling found an empty barn and stayed there. He was cold, upset and lonely. He stayed in the barn all winter.

Then spring arrived. The ugly duckling left the barn and went back to the lake. He was very thirsty and put his beak into the fresh, cool water. He saw a beautiful, white bird in the lake. He did not know who it was.




Suddenly, another beautiful, white bird appeared. He told the ugly duckling that he could see himself in the lake. He told him he was not an ugly duckling any longer. He was a beautiful swan.

The two swans flew away together. They were best friends forever and forever.

*SENTENCES*

1. The Mother Duck had four eggs.
2. Mother Duck thought the big ugly duckling was normal.
3. The ugly duckling's brothers and sisters did not want to play with him.
4. The ugly duckling was happy.
5. The pig, sheep, cow and horse did not want to play with him.
6. He saw his reflection in the lake. He was an ugly, white bird.
7. He met another bird, who told him they were beautiful swans.

<b>Lesson Title:</b> Responding to Text	<b>Theme:</b> Structure: Distributive Adjectives; Responses to Reading	
<b>Lesson Number:</b> L-05-118	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a short personal response to any passage or text.</p>	 <p><b>Teaching Aids</b> Story at the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the story at the end of the plan on the board. 2. Write the sentence starters on the board (see Independent Practice section).</p>
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### Opening (2 minutes)

1. **Say:** Raise your hand if you like reading.
2. **Ask:** What kind of stories do you like reading? Raise your hand to answer.
3. Tell pupils that today they are going to read a story. Tell them that they are going to share their own thoughts and ideas about the story.

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

1. **Write** the title 'The Goose with the Golden Eggs' on the board.
2. Point to the title. **Say:** Raise your hand if you know what a goose is. (Answer: a type of bird)
3. **Say:** Raise your hand if you know what golden means. (Answer: made of gold which is a precious yellow metal)
4. **Say:** I am going to read the story. Listen and read.
5. **Read** the story 2 times.
6. Have pupils volunteer to point out new words in the story.
7. Draw pictures, do actions or explain the new words.
8. **Read** the story again. Pupils listen and repeat.

### Guided Practice (8 minutes)

1. **Ask:** What words can we use to describe the man and his wife? Raise your hand to answer. (Example answers: greedy, mean)
2. **Write** pupils' answers on the board.
3. **Ask:** Is money the most important thing in life? What other things are more important? Raise your hand to answer. (Example answers: family, friends, health and happiness)
4. **Write** pupils' answers on the board.
5. **Ask:** How can we finish the last sentence of the story? **Say:** Think for a minute.
6. Give pupils time to think.
7. **Write** pupils' ideas on the board. (Example answers: If only they had the goose now. If only they were not so greedy. If only the goose was still alive.)
8. **Say:** Look at all the words and sentences on the board. You have a lot of ideas about the story.
9. **Read** some of the words and sentences.
10. Pupils listen and repeat.

### Independent Practice (11 minutes)

1. Read the sentence starters on the board:

- The story is about ...
  - The man and his wife are ...
  - I liked/did not like the story because ...
  - The moral of the story is ...
2. **Say:** Write 4 sentences to describe the story you read. You can write your own ideas and thoughts. You have 9 minutes. Work in pairs.

**Closing** (2 minutes)

1. Have pupils volunteer to read their sentences about the story to the rest of the class. Listen and give feedback.

*STORY: THE GOOSE WITH THE GOLDEN EGGS*

Once upon a time, a man and his wife were fortunate enough to own a goose which laid a golden egg every single day. They sold the eggs to make money. However, they soon began to think they could get richer more quickly.

They started to think about what to do. Then they had an idea. If the goose could lay golden eggs, then its insides must be made of gold. They started to think how wonderful it would be if they could get all that precious gold at once. They would get very, very rich quickly. So the man and his wife decided to kill the goose. Poor goose!




However, when they cut the goose open, can you guess what they found?

They were surprised and angry to find that the goose's insides were the same as any other goose.

They did not get rich and they had killed the goose that had laid a golden egg every single day. Now they had no eggs at all.

If only ...

<b>Lesson Title:</b> Distributive Adjectives	<b>Theme:</b> Structure: Distributive Adjectives; Responses to Reading	
<b>Lesson Number:</b> L-05-119	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the end of the lesson the pupils will be able to identify and explain demonstrative adjectives.</p>	 <p><b>Teaching Aids</b> Table at the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the table at the end of the plan on the board. 2. Write these 2 jumbled words on the board: stih, ttah 3. Get a pen and a book. 4. Write the sentences at the end of the plan on the board.</p>
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### Opening (3 minutes)

1. Point to the 2 jumbled words on the board: stih, ttah
2. **Say:** There are 2 very common words on the board. Put the letters in the right order to make the 2 words. You have 1 minute.
3. **Ask:** Do you know what the words are? Raise your hand to answer. (Answer: this, that)
4. Tell pupils that today they are going to learn how to use words like 'this' and 'that'.

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

1. Hold up a pen. **Ask:** What is this? Raise your hand to answer.
2. Hold up a book. **Ask:** What is this? Raise your hand to answer.
3. Point to a pencil or book on the desk. **Ask:** What is that? Raise your hand to answer.
4. Point to the door. **Ask:** What is that? Raise your hand to answer.
5. **Ask:** When do we use 'this'? Raise your hand to answer.  
**Write** the sentence on the board: We use 'this' when we want to point out a specific object/person or place near to us.
6. **Ask:** When do we use 'that'? Raise your hand to answer.  
**Write** the sentence on the board: We use 'that' when we want to point out a specific object/person or place not near to us.
7. Point to the table on the board. **Say:** We use 'this' or 'that' when we talk about 1 thing, person or place.
8. **Ask:** What do we use with plural nouns? Raise your hand to answer. (Answer: We use 'these' or 'those' with plural nouns.)
9. Point to some classroom objects. **Say:** These desks are (old). Those windows are (clean).
10. **Say:** We call these words 'demonstrative adjectives'.
11. **Write** 'demonstrative adjectives' and the words on the board (this, that, these, those).
12. Explain to pupils that we use these words before a noun. We use them to point out specific people, places or object.
13. Point to the table on the board. Explain the table step by step.

### Guided Practice (10 minutes)

1. **Say:** I will read the sentences on the board. Take a minute to think. Then raise your hand and tell me if the sentence is right or wrong.
2. Read this sentence from the board: I went to that new market in town last week.
3. Give pupils a minute to think.
4. **Ask:** Right or wrong? Raise your hand. (Answer: right)
5. Read this sentences from the board: My aunt is a teacher here. She works in that school.
6. Give pupils a minute to think.
7. **Ask:** Right or wrong? Raise your hand. (Answer: wrong - because she is a teacher here)
8. Read this sentences from the board: This drinks are very good. They taste of lemon.
9. Give pupils a minute to think.
10. **Ask:** Right or wrong? Raise your hand. (Answer: wrong - these drinks)
11. Read this sentences from the board: I like those shoes I am wearing.
12. Give pupils a minute to think.
13. **Ask:** Right or wrong? Raise your hand. (Answer: wrong - these shoes because I am wearing them)
14. Read this question from the board: Can you give this book to Edward, please?
15. Give pupils a minute to think.
16. **Ask:** Right or wrong? Raise your hand. (Answer: right)

### Independent Practice (10 minutes)

1. **Say:** Write 4 sentences in your exercise books about your favourite things. Use 'this', 'that' 'these' or 'those'. You have 7 minutes.
2. Have pupils volunteer to read 1 of their sentences to the rest of the class. Correct any grammar mistakes. Praise pupils.

### Closing (2 minutes)

1. **Say:** Today we studied and used demonstrative adjectives.
2. **Ask:** Which words are demonstrative adjectives? Raise your hand to answer. (Answer: this, that, these, those)
3. **Ask:** Do we use 'this' or 'that' to point to something far from us? Raise your hand to answer. (Answer: that)




### TABLE

this = singular A person, place or thing <u>is</u> near to us.	that = singular A person, place or thing <u>is</u> not near to us.
these = plural People, places or things <u>are</u> near to us.	those = plural People, places or things <u>are</u> not near to us.

### SENTENCES

- a. I went to that new market in town last week.
- b. My aunt is a teacher here. She works in that school.
- c. This drinks are very good. They taste of lemon.
- d. I like those shoes I am wearing.
- e. Can you give this book to Edward, please?

<b>Lesson Title:</b> Distributive Adjectives in Compound Sentences	<b>Theme:</b> Structure: Distributive Adjectives; Responses to Reading	
<b>Lesson Number:</b> L-05-120	<b>Class/Level:</b> Class 5	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use distributive adjectives in compound sentences.</p>	 <p><b>Teaching Aids</b> 1. Text at the end of the plan. 2. Exercise at the end of the plan.</p>	 <p><b>Preparation</b> 1. Write the text at the end of the plan on the board. Do not underline the words. 2. Write the exercise at the end of the plan on the board.</p>
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### Opening (2 minutes)

1. **Read** the text at the end of the lesson plan.
2. **Ask:** What do you think I should do? Raise your hand to answer.
3. Tell pupils that today they are going to learn how to use words like 'either', 'neither' and 'both'.

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

1. Point to the text on the board. Read the text again clearly and slowly.
2. Ask pupils to raise their hand and say what the text is about. (Answer: She has bought 2 pairs of shoes. She does not like the shoes. She cannot decide what to do, to keep the shoes or to take them back to the shop.)
3. **Ask:** Can you find the word 'both'? Raise your hand to answer.
4. Have a pupil come to the board and circle 'both'.
5. **Ask:** Can you find the word 'neither'? Raise your hand to answer.
6. Have a pupil come to the board and circle 'neither'.
7. **Ask:** Can you find the word 'either'? Raise your hand to answer.
8. Have a pupil come to the board and circle 'both'.
9. **Ask:** Can you find the word 'or'? Raise your hand to answer.
10. Have a pupil come to the board and circle 'or'.
11. **Say:** Both pens are mine.
12. Hold the pens to your chest. Explain that 'both' means 1 and another. Hold up 2 pens.
13. Point to the words in the text.
14. Repeat the sentence: I liked a black pair and a blue pair so I bought both. Pupils listen and repeat.
15. **Say:** Neither pen is mine.
16. Hold the pens away from you and shake your head. Explain that 'neither' means not one and not the other.
17. Point to the words in the text.
18. Repeat the sentence: When I got home and put on my smart clothes, I thought neither pair of shoes looked good. Pupils listen and repeat.
19. **Say:** Either this pen or this pen is mine. I do not know.
20. Hold up 1 pen. Hold up the other pen. Look confused. Explain that 'either' means one or the other.
21. Point to the words in the text.



22. Repeat the sentence: Now I have to decide either to keep them or take them back to the shop.  
Pupils listen and repeat.

**Guided Practice** (9 minutes)

1. Point to the exercise on the board. **Say:** Work in pairs. Complete the sentences with 'both', 'either' or 'neither'. You have 6 minutes.
2. Have pupils volunteer to come to the board and write the words in the sentences. (Answers: a. both, b. neither, c. both, d. either)

**Independent Practice** (10 minutes)

1. **Say:** Work in pairs. Make the sentences on the board longer. Use the word 'because' to continue the sentences.
2. **Write** an example on the board. **Write:** I love both of my sisters equally because they are very nice to me.
3. Give pupils 7 minutes.
4. Have pupils volunteer to read their sentences.

**Closing** (1 minute)

1. **Say:** After the lesson, think about whether we have similar words to 'either, neither' or 'both' in any of our local languages. What do we call them? Do they work in the same way?

*EXERCISE*

- a. I love \_\_\_\_ of my sisters equally.
- b. Yuk! \_\_\_\_ me nor my brother like vegetables.
- c. Please can I have \_\_\_\_ of them? I cannot choose.
- d. Please will \_\_\_\_ you or Bintu open the window?

*TEXT*

Yesterday I went clothes shopping and I couldn't decide what shoes to buy. I liked a black pair and a blue pair so I bought both. When I got home and put on my smart clothes, I thought neither pair of shoes looked good. Now I have to decide either to keep them or take them back to the shop.























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