



**Free Quality  
School  
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Ministry of  
Basic and Senior  
Secondary  
Education

Pupils' handbook for

# JSS Language ARTS

**JSS  
1**

**Term  
1**

**STRICTLY NOT FOR SALE**

## FOREWORD

The production of Teachers' Guides and Pupils' handbooks in respect of English and Mathematics for Junior Secondary Schools (JSSs) in Sierra Leone is an innovation. This would undoubtedly lead to improvement in the performance of pupils in the Basic Education Certificate Examination in these subjects. As Minister of Basic and Senior Secondary Education, I am pleased with this development in the educational sector.

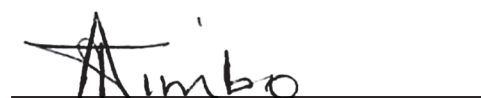
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

These Teachers' Guides and Pupils' Handbooks had been written by experienced Sierra Leonean and international educators. They have been reviewed by officials of my Ministry to ensure that they meet specific needs of the Sierra Leonean population.

I call on the teachers and pupils across the country to make the best use of these educational resources.

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

I do thank the Department for International Development (DFID) for their continued support. Finally, I also thank the teachers of our country - for their hard work in securing our future.

A handwritten signature in black ink, appearing to read 'Timbo', is written above a horizontal line. The signature is stylized and includes a star-like symbol above the first letter.

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

The Ministry of Basic and Senior Secondary Education,  
Sierra Leone, policy stipulates that every printed book  
should have a lifespan of 3 years.

To achieve this DO NOT WRITE IN THE BOOKS.

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# Introduction

## to the Pupils' Handbook

These practice activities are aligned to the lesson plans in the Teachers' Guide, and are based on the National Curriculum and the West Africa Examination Council syllabus guidelines. They meet the requirements established by the Ministry of Education, Science and Technology.

-  The practice activities will not take the whole term, so use any extra time to revise material or re-do activities where you made mistakes.
-  Use other textbooks or resources to help you learn better and practise what you have learned in the lessons.
-  Read the questions carefully before answering them. After completing the practice activities, check your answers using the answer key at the end of the book.
-  Make sure you understand the learning outcomes for the practice activities and check to see that you have achieved them. Each lesson plan shows these using the symbol to the right.
-  Organise yourself so that you have enough time to complete all of the practice activities. If there is time, quickly revise what you learned in the lesson before starting the practice activities. If it is taking you too long to complete the activities, you may need more practice on that particular topic.
-  Seek help from your teacher or your peers if you are having trouble completing the practice activities independently.
-  Make sure you write the answers in your exercise book in a clear and systematic way so that your teacher can check your work and you can refer back to it when you prepare for examinations.
-  Congratulate yourself when you get questions right! Do not worry if you do not get the right answer – ask for help and continue practising!



Learning Outcomes

<b>Lesson Title:</b> Oral Narrative (Introducing Myself)	<b>Theme:</b> Listening and Speaking (Conversation)
<b>Practice Activity:</b> PHL-07-001	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Express yourself orally.
2. Introduce yourself.
3. Talk about and describe people and objects.

## Overview

An **introduction** tells people about you. First, say your name. Then think of other information you can give about yourself. Use 'I' to talk about yourself. For example, 'I am from Lunsar'. Use 'he' or 'she' when you talk about others.

The outline below has some ideas of what to include when introducing yourself:

- Your name
- Your age
- What class you are in
- The town or village you come from
- How many brothers and sisters you have
- Your hobbies (things you like to do)

**Verbs** are action words. They tell us what is happening or how someone feels. Verbs change depending on if you are using 'I' or 'he/she'.

Examples:

- I **like** to play outside.
- She **likes** to play outside.

## Practice

### Activity 1

Use the outline below to write an introduction about yourself.

- Your name
- Your age
- What class you are in
- The town or village you come from
- How many brothers and sisters you have
- Your favourite game to play

## **Activity 2**

Use the outline below to write an introduction about a friend or family member. If you do not know the answer, ask them.

- Name
- Age
- Hobbies
- Favourite food



<b>Lesson Title: The Four Language Arts</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-002</b>	<b>Class: JSS 1</b>



### Learning Outcome

By the end of the lesson, you will be able to name and identify the four areas of study under the Language Arts.

## Overview

**Language arts** is the study of listening and speaking, reading, writing and grammar. The study of Language Arts will help you improve your English.

The table below explains the four areas of study:

Language Arts	
Listening and speaking	Listen and understand what you hear. Speak clearly so people can understand you.
Reading	Read and understand what is written.
Writing	Write clearly so people can understand you.
Grammar	Grammar is the structure of language. It is how we build sentences to make them clear and meaningful.

## Practice

### Activity 1

Look at the examples below. Identify which of the areas of language arts that apply to each example (listening and speaking, reading, writing or grammar).

Example: Phone call – listening and speaking

1. Text messages
2. Verbs
3. Job application
4. Watching a movie
5. Introducing yourself

### Activity 2

Read the following paragraph. Answer the comprehension questions about it.

My mother has a small business selling fruit. I help her sometimes. She asks me to write the money she earns in a book. Sometimes she needs me to tell foreigners the price. When business is slow, I read to my mother from my book. I like helping her!

**Comprehension questions:**

1. What business does the mother have?
2. Which area of language arts is used when she writes the money she earns in a book?
3. Which area of language arts is used when she tells foreigners the price?
4. Which area of language arts is used when she reads to her mother.

<b>Lesson Title: Fluent Reading Exercises</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-003</b>	<b>Class: JSS 1</b>



### Learning Outcome

**By the end of the lesson, you will be able to read fluently with appropriate voice modulation.**

## Overview

Reading aloud **fluently** is an important skill to learn. Reading fluency is the ability to read a text accurately, at an appropriate speed and with expression.

When someone has good oral reading fluency they:

- Do not read too quickly.
- Do not read too slowly.
- Read clearly and are easy to understand.
- Have good pronunciation.
- Stress or emphasise interesting words so that they stand out.
- 

If you read too quickly, it can be hard for listeners to understand you. Remember, the punctuation in the text tells you when to pause. When you are reading aloud, always pause if there is a full stop or comma in the text.

Making your voice stand out while reading important words makes what you are reading more interesting. When listeners are interested in what you are saying, they will pay close attention.

## Practice

### Activity 1

Read the text below aloud. Practise pausing when you reach a full stop or comma. Make the words in **bold** stand out when you read them.

#### The Important Chief

Once upon a time there was a **very** important **Chief**. He was **so frightening** that **everybody** was **afraid** of him and **nobody** liked him. Often he got **so angry** that his **face** became **very** red. **Everybody** tried to **stay away** from him. **Even in the Chief's compound, everybody** was afraid of him. The **only** person who was **not afraid** was his **wife**.

## **Activity 2**

Answer the comprehension questions about the text.

1. What happened to the Chief's face when he got mad?
2. Did anybody like the Chief?
3. Name one word that should stand out from the first sentence when reading aloud.
4. When should you pause when reading?
5. Why is it important to make your voice stand out when reading important words aloud?

## **Activity 3**

Read the following text aloud three times. Identify the words that should stand out when you read it.

### The Important Chief Part 2

The Chief thought the people would only respect him if they were afraid. At home, he never got angry or yelled. That is why his wife was not afraid of him. His wife asked him to try to be nice instead. He was surprised that it worked! Everybody respected him more.

<b>Lesson Title: The Eight Parts of Speech</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-004</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Name the eight parts of speech.
2. Identify the eight parts of speech in sentences.
3. Recall the function of each part of speech.

### Overview

A sentence is made up of different types of words. Each type of word has a special name and job in a sentence. These are called the **parts of speech**.

The table below shows the eight parts of speech and gives examples of each.

Part of Speech	What the Part of Speech Does	Example Words	Example Sentences
Noun	A noun names a person, place or thing.	umbrella, Sierra Leone, Mary	<b>Hassan</b> took his <b>ball</b> and went to the <b>beach</b> .
Pronoun	A pronoun replaces a noun.	I, they, it, he, she	<b>He</b> took his ball and went to the beach.
Adjective	An adjective modifies (describes) a noun or pronoun.	<b>bright</b> sun, <b>large</b> ball, <b>soft</b> ball, <b>empty</b> beach	He took his <b>red</b> ball and went to the <b>crowded</b> beach.
Verb	A verb describes an action, state or happening.	think, run, jump, eat, feel	Hassan <b>kicked</b> the ball to his friend.
Adverb	An adverb modifies (describes) a verb.	run <b>quickly</b> , <b>very</b> bright, walked <b>angrily</b>	Hassan <b>quickly</b> kicked the ball to his friend.
Preposition	A preposition connects a noun to other words in a sentence. They tell us place, position or direction.	on, in, from, to	He took his ball and went <b>to</b> the beach.
Conjunction	A conjunction connects sentences or parts of sentences.	and, but, or, however	He took his ball <b>and</b> went to the beach.
Interjection	An interjection shows strong emotion. It is often followed by an exclamation mark.	oh no, wow, yay	<b>Wow!</b> Hassan quickly kicked the ball to his friend.

## Practice

### Activity 1

Write two examples of each of the eight parts of speech.

- Noun
- Pronoun
- Adjective
- Verb
- Adverb
- Preposition
- Conjunction
- Interjection

### Activity 2

Identify the parts of speech of the words in **bold** in the sentences below.

1. She walked **from** home to school.
2. My mother walked **slowly** to the store.
3. I **threw** the ball far.
4. **Kadie** felt happy.
5. **We** waited for them to finish dinner.
6. The **long** dress made me trip.
7. **Oh no!** The dog ate my fish.
8. Jusu swept the floor **but** did not clean the dishes.

### Activity 3

Identify all of the parts of speech in the sentences below.

1. Wow! Maria ran quickly.
2. He ate some beans.
3. Soft bunnies have nice fur.

<b>Lesson Title: Nouns</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-005</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Define nouns.
2. Use nouns in sentences.

### Overview

A **noun** is a person, place or thing. A noun is one of the eight parts of speech.

The table below shows examples of the different types of nouns.

<b>Person</b>	<b>Place</b>	<b>Thing</b>
father	bedroom	bottle
mother	Kenya	book
Mohamed	school	pencil
Yenor	Mount Kilimanjaro	shoes
Amara	church	tree
Sallay	river	elephant
doctor	market	house

### Practice

#### Activity 1

Read the sentences and identify the noun/s.

1. We wanted to eat bananas.
2. Mateneh wore a nice dress.
3. Sallay and Abu ran to school.
4. He sat under a tree and read a book.
5. The doctor looked in my ear.

## Activity 2

Fill in the blanks in the sentences with a noun from the word bank below.

mother	clouds	tyre
Sally	store	school

1. We walked to the \_\_\_\_\_.
2. Alie played with the \_\_\_\_\_.
3. My \_\_\_\_\_ seemed upset.
4. There were grey \_\_\_\_\_ in the sky.
5. I did not want to go to \_\_\_\_\_ today.
6. \_\_\_\_\_ left in a hurry.

## Activity 3

Name five nouns in your home.



<b>Lesson Title: Reading Comprehension</b>	<b>Theme: Reading and Listening and Speaking</b>
<b>Practice Activity: PHL-07-006</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Read fluently with appropriate voice modulation.
2. Learn new vocabulary.
3. Answer questions from a short passage.

### Overview

**Voice modulation** is the way you change your voice. We do this when speaking or reading aloud. For example, you can make your voice loud and harsh to show anger. Or you can speak softly to sound gentle. You can make your voice sound happy or sad. This is normal when we speak naturally. But when we are reading, it is more difficult. You will have to think about what the text is saying so you know how to change your voice.

When reading aloud it is important to use proper voice modulation. This makes what you are reading more interesting for the listener. It is part of being able to read fluently.

It is also important to break up the story by pausing at commas (,) and stopping at full stops (.). This is another part of fluent reading.

### Practice

#### Activity 1

Read the following text. Use the reading guide to practise how to use voice modulation.

Symbol	Example	Where it is used	How to use your voice
/	hungry and thirsty/	In the middle of a sentence, after a noun phrase.	Let your voice go up. Pause.
\	...as a passenger like me.\	At the end of a sentence.	Let your voice fall. Stop.
\\	...for a disaster.\\	At the end of a paragraph.	Let your voice fall. Stop for longer.

#### The Island of Dr Moreau

We had only two small bottles of water / and some biscuits / with us.\ The third person in our small boat / was a sailor.\ I don't know his name.\ He was a short, / fat, / man, / who stammered when he spoke. \\

We drifted, / hungry and thirsty, / for three days. \ After the first day, / we did not talk. \ We lay in our place in the boat / and stared at the horizon. \ We finished all the biscuits / and the first bottle of water / on the second day.\ We thought strange things, / but said them only with our eyes. \\

## Activity 2

Answer the comprehension questions about the text.

1. What was the name of the sailor?
2. What did they have in the boat to eat and drink?
3. What happened after the first day?
4. How many days were they in the boat?

## Activity 3

Choose the best definition for each word.

1. Stammer
  - a. to make a loud noise
  - b. to repeat the first sound of a word
  - c. to hit hard with a hammer
2. Disaster
  - a. an event that happens quickly and has bad results
  - b. an event that has good results
  - c. a type of large boat
3. Horizon
  - a. a type of tool in the boat
  - b. where the sea and sky meet
  - c. the feeling of being hungry and thirsty
4. Stare
  - a. to become sleepy
  - b. to see things that are not there
  - c. to look at something for a long time

<b>Lesson Title: Reading Comprehension (From a Selected Passage)</b>	<b>Theme: Reading and Listening and Speaking</b>
<b>Practice Activity: PHL-07-007</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Improve your reading skills.
2. Learn new vocabulary.
3. Answer questions about a short passage or text.

### Overview

**Reading comprehension** is the ability to read a text or story and understand its meaning. When you have good reading comprehension, you will also be able to remember what you have read and answer questions about it. When you understand a text's meaning, you will enjoy it more. Reading comprehension skills include:

- Understanding **factual questions**: To understand factual questions you need to be able to identify facts in the text. For example, the names of characters or events in the story.
- Understanding **inferential questions**: Inferential questions require you to understand the story as a whole. For example, why a character behaved in a certain way.

### Practice

#### Activity 1

Read the text aloud. While you are reading, practise correct voice modulation.

#### The Island of Dr Moreau

On the third day, Helmar said the thing we were all thinking: 'There is not enough water for three people.' Then he looked at the sailor. The sailor got to his feet. He attacked Helmar with his two hands. I tried to help Helmar. I took the sailor's legs.

The boat suddenly moved. The sailor stumbled and clutched Helmar. The two men fell against the side of the boat and fell in the sea together. They sank like stones. I laughed and wondered why I was laughing.

#### Activity 2

Answer the comprehension questions about the text in full sentences.

1. How did the sailor attack Helmar?
2. What does the word 'attack' mean?
3. Which men fell into the sea?
4. What does the word 'sank' mean?
5. What happened after the boat moved suddenly?

6. What does the word 'stumble' mean?
7. What does the word 'clutch' mean?

### **Activity 3**

The words below are from the text. Write your own sentence for each word.

1. attacked
2. stumbled
3. clutched
4. sank
5. laughed

<b>Lesson Title: Reading Comprehension (From a Selected Passage)</b>	<b>Theme: Reading and Listening</b>
<b>Practice Activity: PHL-07-008</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Read silently and answer factual and inferential questions.
2. Use new words in sentences.

### Overview

**Reading comprehension** is being able to understand what you read. Reading comprehension skills include understanding factual and inferential questions.

The answers to **factual questions** can be found in the text. The writer has put the answer in the text. These are questions that have one correct answer.

Examples:

- Who is the hero in the story?
- Where did the story take place?
- When did Romeo and Juliet meet?
- What was the man selling?

The answers to **inferential questions** cannot be found in the text. To answer these questions you have to understand the text. You can find clues in the text that help you figure out the answer.

Examples:

- Why is the man worried about the lock on the door?
- What is the problem between the characters?

### Practice

#### Activity 1

Read the text aloud and practise correct voice modulation.

#### The Island of Dr Moreau

##### Part 1

That was not the end of his problems. The captain always drank too much and there were some wild animals on the ship. It took them to a deserted island. A mad scientist, Dr Moreau, lived there with his assistant. To escape the ship, the story-teller jumped off the ship and swam to shore.

Part 2

I waited under the mango tree with Dr Montgomery. A white-haired man was watching workmen unload the boat. At last he turned and walked towards us.

‘So, we have a guest. Where can he stay?’

‘I’ve been thinking,’ said Montgomery. ‘There is my room. It has two doors.’

‘That’s it.’ said the older man. All three of us walked towards the compound. The main entrance was a wooden gate. Next to it was a small door. The white-haired man produced a bundle of keys from the pocket of his jacket. He opened this door and we entered. I found myself in a small apartment. It was almost empty. A small window looked towards the sea. In the opposite wall a second door was open. Montgomery at once closed this door.

The white-haired man told me this was now my apartment. He would lock the door from the other side, ‘for fear of accidents’. I must not go out of this room.

They left the room by the main door. After a little while, I heard a key turn in the second door and the noise of dogs. I heard the dogs running, backwards and forwards, across the yard.

**Activity 2**

Answer the comprehension questions about the text in full sentences.

1. Who jumped off the ship and swam to shore?
2. Is the previous question a factual question or an inferential question?
3. What was on the ship with the captain?
4. Why did the white-haired man say he was locking the door?
5. What is the mad scientist’s name?

**Activity 3**

Use the words below to fill in the blanks in the sentences.

yard	guest	lock
deserted	bundle	

1. We brought the \_\_\_\_\_ of wood inside.
2. There was no one on the island. It was \_\_\_\_\_.
3. I forgot to \_\_\_\_\_ the door again.
4. Be nice because she is our \_\_\_\_\_.
5. We played in the \_\_\_\_\_ at my friend’s house.

<b>Lesson Title: Common and Proper Nouns</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-009</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Distinguish between common and proper nouns.
2. Identify common and proper nouns in sentences.

### Overview

Nouns are the names of people, places and things.

**Common nouns** begin with a lowercase letter. They name a general person, place or thing.

Examples: book, sky, pencil, house, school.

**Proper nouns** begin with a capital letter. They name a specific person, place or thing. You write your own name with a capital letter. We also write the names of countries, cities, towns and other specific nouns with a capital letter. Examples: Abu, Ghana, Tuesday, January, Bo.

### Practice

#### Activity 1

Look at the words in the word bank below and put them in the correct category, either proper nouns or common nouns.

grass	Pacific Ocean	mother	Binkolo Secondary School
ocean	dog	Joseph	December

Proper Nouns	Common Nouns
Pacific Ocean	grass

## Activity 2

Identify the proper nouns and common nouns in the sentences below.

Example: we ate delicious cassava leaves from Mama Hawa's restaurant for supper.

1. We went to the store on Friday to buy bread and milk.
2. I learned about East Africa today at school.
3. The book about Tembo the elephant is my favourite.
4. Fudia went to Freetown and saw the Atlantic Ocean.
5. The fishermen were from the Mao River.

## Activity 3

Correct the sentences below so that the proper nouns begin with a capital letter.

Example: aminata and fatu went to bunce island.

Answer: Aminata and Fatu went to Bunce Island.

1. I left the country for the first time when I went to liberia.
2. mrs deen made me stay after school.
3. mount kilimanjaro is the tallest mountain in africa.
4. My best friend kai walks to school with me.
5. My sister attends bishop secondary school.



<b>Lesson Title: Sentence Building</b>	<b>Theme: Writing</b>
<b>Practice Activity: PHL-07-010</b>	<b>Class: JSS 1</b>



### Learning Outcome

By the end of the lesson, you will be able to identify the parts of speech used in a sentence.

### Overview

Remember, there are eight parts of speech. A complete sentence does not need to have all eight parts. However, every sentence must include a subject and a verb.

Part of speech	What the part of speech does	Example words
Noun	A noun names a person, place or thing.	mango, food, brother, school, Hassana, Nigeria
Pronoun	A pronoun replaces a noun.	we, they, it, he, she, you, I
Adjective	An adjective modifies (describes) a noun or pronoun.	smart, funny, large, small, pretty, hard
Verb	A verb describes an action, state or happening.	sit, play, run, sing, go, have, share
Adverb	An adverb modifies (describes) a verb.	easily, fast, badly, beautifully
Preposition	A preposition connects a noun to other words in a sentence. They tell us place, position or direction.	in, to, at, on, behind
Conjunction	A conjunction connects sentences or parts of sentences.	and, but, so, yet
Interjection	An interjection shows strong emotion. It is often followed by an exclamation mark.	oh dear, wow, yikes

### Practice

#### Activity 1

Identify the part of speech written in brackets in each of the sentences below.

- Mary played in the yard. (verb)
- I walked home quickly. (adverb)
- Mother went to the store. (preposition)
- Wow, that was a great goal! (interjection)
- We took a trip to Turtle Island. (noun)
- They were in a hurry. (pronoun)

7. The house was beautiful. (adjective)
8. I went to the store but there were no tomatoes. (conjunction)

### **Activity 2**

Write three sentences of your own. In each sentence, identify which parts of speech you used.  
Example: My (adjective) sister (noun) likes (verb) sweet (adjective) pineapples (noun).

<b>Lesson Title: Meaning of Prose</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-011</b>	<b>Class: JSS 1</b>



### Learning Outcome

By the end of the lesson, you will be able to define prose and differentiate between prose and other forms of writing.

## Overview

**Prose** is the regular style of writing that you use to communicate. You read prose every day in letters, stories, text messages and newspapers.

**Poetry** is an expression of feelings and ideas. Poems can be easily identified by the way they sound and the way they look on the page. Poems usually have different language and rhythm than prose. We can find poetry in poems and songs.

A **poet** is someone who writes poetry. Poets use language and rhythm to create different images and feelings for the reader.

## Practice

### Activity 1

Read the following poem aloud three times. Remember to practise voice modulation when you read aloud.

#### The Highwayman

by Alfred Noyes

When the road is a ribbon of moonlight over the purple moor,  
 A highwayman comes riding,  
 Riding, riding  
 A highwayman comes riding, up to the old inn-door.

A 'moor' is high, uncultivated land. A 'highwayman' is a historical word for a robber on a horse who took money and jewellery from people travelling on roads, especially at night.

### Activity 2

Answer the following questions about the poem.

1. Which word is repeated four times in the poem?
2. Which word in the poem rhymes with door?
3. What do you think the highwayman is riding? Why?
4. In the poem the road is compared to a 'ribbon of moonlight'. Do you think this means the narrator could or could not see the road?

### Activity 3

Identify whether the following are examples of prose or poetry.

1. The day was sparkling anew  
Above a grand and joyous view.
2. A small snake scared my sister while she did the dishes.
3. At 5:00 a.m. on Tuesday morning a robbery took place at the Corner Restaurant. The thieves made off with cash from the cash register.
4. The few leaves sat lonely on the tree, as the wind  
– unforgiving – took their friends.
5. We ate in silence because Father was so angry. No one dared say a word.

<b>Lesson Title: Nouns: Abstract Nouns</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-012</b>	<b>Class: JSS 1</b>



**Learning Outcomes**

By the end of the lesson, you will be able to:

1. Explain the meaning of abstract nouns.
2. Identify abstract nouns in sentences.

**Overview**

There are many different types of nouns.

**Concrete nouns** are things that we can see, touch or count. If you cannot see, hear, taste, touch or smell something, it is not a concrete noun.

Examples: books, trees, birds, bananas.

**Abstract nouns** are nouns that we cannot see, touch or count. They are the opposite of concrete nouns. They refer to emotions and ideas. Abstract nouns are never plural. They are always used with a singular verb.

Examples: sleep, anger, fear, marriage.

**Practice**

**Activity 1**

Look at the words in the word bank below and put them in the correct category, either concrete nouns or abstract nouns.

milk	trust	happiness	trousers
laughter	warmth	paper	traffic light

Concrete Nouns	Abstract Nouns

## Activity 2

Identify the noun in each of the following sentences. Then identify whether it is an abstract or concrete noun.

1. She found fear in the room.
2. I bought the red shoes.
3. A butterfly landed on me.
4. We need to discover the truth.
5. Our friendship is strong.

## Activity 3

Write a sentence for each of the abstract nouns below.

Example: Her parents saw the **beauty** in her.

1. beauty
2. anger
3. faith

<b>Lesson Title: Writing Compositions: Paragraphs</b>	<b>Theme: Writing</b>
<b>Practice Activity: PHL-07-013</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Explain what a paragraph is.
2. Compose paragraphs on different topics.

### Overview

A **paragraph** is a group of sentences with a theme or topic. A paragraph usually has 3–5 sentences. The sentences all relate to one topic.

One way of organising a paragraph is to think of a topic and list all the 3-5 things you can think of that relate to it.

Example:

<b>Topic:</b>	Football team sport
<b>Related ideas:</b>	exercise play at school

Next, you write a paragraph of 3–5 sentences using your topic and related ideas. For example: Football is my favourite thing to do. It is a team sport. I run a lot when I play football so it is good exercise. I play it at school with my friends.

### Practice

#### Activity 1

Pick a topic and write down 3–4 related ideas. Follow the example from the overview above. Example topics include: the beach, a favourite game, a food you like, your favourite class in school.

#### Activity 2

Using your ideas from ‘Activity 1’, write a 3–5 sentence paragraph about your topic. Look at the example in the overview if you need help.

<b>Lesson Title: Composition</b>	<b>Theme: Writing</b>
<b>Practice Activity: PHL-07-014</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Write a composition using the simple present tense.
2. Use descriptive words in writing.

## Overview

A **composition** is a piece of writing. A short essay written for a school assignment is also known as a composition.

In a composition, each topic must have its own paragraph. Each paragraph must have ideas that relate to the topic.

Here are five more important things to remember when writing a composition:

- Every sentence must begin with an uppercase letter.
- Every sentence must end with punctuation (a full stop, exclamation mark or question mark).
- A good composition has both short and long sentences.
- Proper nouns must begin with an uppercase letter.
- Adjectives make our writing more interesting and descriptive.

## Practice

### Activity 1

Complete the following sentences to add more detail and make them longer.

Example: When I walk to school, I like to pass by my uncle's house for tea.

1. When I walk to school...
2. Before bed, I...
3. After school, I like to...
4. When my homework is done, I can...
5. The best thing about school is...

### Activity 2

In class, you started a composition on the topic: How I spend my weekends. You chose two activities to write about, now choose a third topic. Write a 3–5 sentence paragraph about that topic.

Example activities: going to church or mosque, visiting friends, sleeping, studying, playing



<b>Lesson Title: Nouns: Collective Nouns</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-015</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Explain the meaning of collective nouns.
2. Use collective nouns in sentences.

### Overview

‘Collect’ means bringing together lots of the same types of things. Some people collect books. Some people collect music.

**Collective nouns** name a group of things or a group of people. Collective nouns are a single group with many members. Most collective nouns are singular. They do not end in ‘s’.

Examples:

- A group of football players is a **team**. (There are many players but only one team.)
- A group of birds is a **flock**. (There are many birds but only one flock.)
- A group of musicians is a **band**. (There are many musicians but only one band.)

### Practice

#### Activity 1

Use the word bank to match a collective noun with each noun in the table.

crowd	herd	library	flock	class
-------	------	---------	-------	-------

Noun	Collective Noun
<ul style="list-style-type: none"> <li>• Books</li> <li>• Sheep</li> <li>• People</li> <li>• Birds</li> <li>• Pupils</li> </ul>	

#### Activity 2

Identify the collective noun in each sentence.

1. The group of tourists went south.
2. The bunch of bananas was piled high.
3. That is a tall flight of stairs.
4. I helped my dad move a pile of stones.
5. A herd of elephants walked slowly across the savannah.

### **Activity 3**

Write a sentence for each of the collective nouns below.

1. choir (a group of singers)
2. government (a group of politicians)
3. school (a group of fish)

<b>Lesson Title: Types of Prose</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-016</b>	<b>Class: JSS 1</b>



### Learning Outcome

By the end of the lesson, you will be able to identify the various divisions of prose: narrative, descriptive and explanatory.

## Overview

**Prose** is the ordinary form of writing. It has no meter, pattern or rhyme. It is any writing that is not poetry. But there are different types of prose. Below are some examples of different types of prose:

A **narrative text** is a story or a sequence of events. It is usually told in the simple past tense. The story can be either real or fiction (not real). It is usually told in a way that entertains the reader. An **explanatory text** gives information or tries to explain something. It tries to answer 'why' and 'how'. School textbooks and instruction manuals are an example.

A **descriptive text** uses interesting words to make a picture in the readers mind. It includes lots of descriptive words, like adjectives and figurative language. Sometimes a writer will use one image to actually mean something else. For example, clouds might be called 'cotton balls in the sky'. Or leaves might 'whisper' as they rub against each other. We know that leaves do not talk. The writer is trying to use an interesting way to say that the leaves are making a soft noise as they rub against each other.

## Practice

### Activity 1

Read the following examples of prose aloud with correct voice modulation.

Narrative text:

Hara ran all the way to the market. Her grandmother was sitting beside a pile of tomatoes. Hara greeted her quietly. She wanted to tell her grandmother what she had seen, but she was afraid. What would her grandmother do if she knew what happened?

Explanatory text:

The planet Earth is like the human body. We become hot with fever when we are infected by a disease. Earth is also becoming hotter because heat is trapped inside the atmosphere by greenhouse gases.

Descriptive text:

The tops of the hills were hidden in the clouds, which covered them like thick blankets. The wind made the leaves of the mango tress chatter together and tossed the birds into the sky. The children in the village were running as if the wind was chasing them.

## Activity 2

Answer the comprehension questions about the texts.

1. How is the descriptive text different from the narrative text?
2. What does the explanatory text give information about?
3. The descriptive text says, 'The tops of the hills were hidden in the clouds, which covered them like thick blankets'. Were there actually thick blankets covering the hills?
4. What tense is a narrative text usually told in?

## Activity 3

Read the following sentences. Identify if they are examples of narrative, explanatory or descriptive texts.

1. In order to make ice cream you need the following ingredients: milk, sugar, cream and vanilla.
2. The car hummed like a swarm of bees as it drove down the highway.
3. Once upon a time there lived a little girl named Ada. She was a princess and lived in a big castle. Everyone thought she was very lucky. However, she was not happy at all. She was lonely and wanted a friend.

<b>Lesson Title: Narrative Prose</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-017</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Define narrative prose.
2. Differentiate between fiction and non-fiction.
3. Give an example of narrative prose.

### Overview

**Narrative prose** is the art or technique of telling a story. A narrative is a sequence of events usually told in the simple past tense.

There are two kinds of narrative prose. You can write from your imagination. These are stories that are not true. They are called **fiction**. The events and people in the stories are made up.

The following is an example of fiction:

The king of the rats was very big. He had long, yellow teeth and a red tongue. He said to the old woman, 'Give me some chicken stew, or I will eat you up.'

You can also write about things that have happened and are true.

These are called **non-fiction**. Newspapers, history books and school textbooks are examples of non-fiction. Sometimes it can be difficult to tell the difference between fiction and non-fiction. To find out if a narrative prose is fiction or non-fiction, look at what kind of book, magazine or newspaper it is in.

The following is an example of non-fiction:

The British tried to capture Bai Bureh. His warriors disguised themselves and hid in the bushes. They shouted at the British soldiers. The officer ordered the soldiers to fire.

**Poetry** is different from prose. Poems have lines, not sentences. A line in a poem may only have one or two words. Poems often do not follow the same rules of grammar and sentence construction as prose.

The following is an example of poetry:

#### The Highwayman by Alfred Noyes

When the road is a ribbon of moonlight over the purple moor,

A highwayman comes riding,

Riding, riding

A highwayman comes riding, up to the old inn-door.

## **Practice**

### **Activity 1**

Identify whether the following sentences are examples of fiction or non-fiction.

1. The beautiful green dragon opened its mouth wide. Fire and smoke came rushing out. It burned the house down!
2. Zainab ran home from school quickly. She could not shake the feeling that something was chasing her.
3. The Sun is a star found at the centre of the solar system. It is about 1,392,000 kilometres wide. The Sun's diameter is about 110 times wider than Earth's.
4. Bo Town is the third largest city in Sierra Leone. It is the largest city in the Southern Province.
5. The cat looked me in the eye and said, 'Give me food now!'

### **Activity 2**

Write a non-fiction paragraph of three to five sentences on the topic 'What you did this morning before school'.

Example: This morning I got up at 6 am. I washed my face, brushed my teeth and put on my school uniform. Then I ate breakfast and drank tea. After washing my dishes, I took my bag and left for school.

<b>Lesson Title: Singular and Plural Nouns</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-018</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Form plural nouns using 's' and 'es'.
2. Use 's' and 'es' plural nouns in sentences.

### Overview

A noun is a word that tells us the names of a person, place, thing or idea. Nouns are either plural or singular. A **singular noun** is only one of something. A **plural noun** is more than one of something.

To form plural nouns:

- Most singular nouns become plural by adding an 's' to the end of the noun.  
Examples: dog – dogs, book – books, girl – girls, pupil – pupils.
- To form the plural of a singular noun ending in an 's', 'x', 'ch', 'sh' or 'ss', you add 'es' to the end of the nouns.  
Examples: fox – foxes, watch – watches class – classes, dish – dishes, bus – buses.
- To make nouns that end in a vowel and 'y' plural, just add 's'  
Examples: boy – boys, toy – toys.

### Practice

#### Activity 1

Look at the words in the word bank below and put them in the correct category, either singular nouns or plural nouns.

baskets	cup	fence	boy	kisses
witches	dresses	animal	rings	rock

Singular Nouns	Plural Nouns

## Activity 2

Complete the sentence with the plural form of the noun in brackets.

1. My friend and I waited for our \_\_\_\_\_. (bus)
2. Mother and I bought \_\_\_\_\_ from the store. (banana)
3. The school had ten \_\_\_\_\_. (computer)
4. She helped stack the \_\_\_\_\_. (box)
5. I asked my brother for the \_\_\_\_\_ to start the fire. (match)

## Activity 3

Write a sentence for each of the nouns below. Change the nouns to their plural form.

1. dress
2. shoe
3. dish
4. beach
5. ant

## Activity 2

1. buses
2. bananas
3. computers
4. boxes
5. matches

## Activity 3

Example sentences:

- 1 My sister's **dresses** are all pink.
- 2 I could not find my **shoes**.
- 3 I washed the **dishes** after breakfast.
- 4 Sierra Leone's **beaches** are beautiful.
- 5 The **ants** have come into the kitchen.



<b>Lesson Title: Singular and Plural Nouns</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-019</b>	<b>Class: JSS 1</b>



**Learning Outcomes**

By the end of the lesson, you will be able to:

1. Form plural nouns from singular nouns ending with 'f' or 'fe'.
2. Form plural nouns from singular nouns ending with 'y' preceded by a consonant.

**Overview**

**Singular nouns** are one person, place, thing or idea. **Plural nouns** are more than one.

There are many types of irregular plural nouns. Some of these plural nouns have rules:

- If the noun ends in 'fe', you change 'fe' to 'ves' to form the plural.  
Examples: knife – knives, wife – wives.
- If the noun ends in 'f', you change 'f' to 'ves' to form the plural.  
Examples: leaf – leaves, loaf – loaves.
- If the noun ends in a consonant and 'y', we change 'y' to 'ies' to form the plural.  
Examples: factory – factories, memory – memories.

Remember that vowels are a, e, i, o, u. All the other letters are consonants.

**Practice**

**Activity 1**

Change the following singular nouns to plural nouns.

Singular	Plural
life	
day	
city	
boy	
baby	
knife	
wolf	

## Activity 2

Change the singular nouns in **bold** in the following sentences to plural nouns.

1. The **pony** and **turkey** were at the farm.
2. The **butterfly** flew out of the **box**.
3. The **calf** did not want to leave.
4. The **monkey** played in the **tree**.
5. The **loaf** of bread sit on the table.

## Activity 3

Write a sentence using the plural form for each of the singular nouns below.

1. wife
2. thief
3. cry

<b>Lesson Title: Pronunciation</b>	<b>Theme: Listening and Speaking</b>
<b>Practice Activity: PHL-07-020</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Identify and produce vowel sounds.
2. Differentiate between different vowel sounds.

### Overview

The English alphabet contains two different types of letters: **vowels** and **consonants**. There are five **vowels** in the English alphabet: a, e, i, o, u. A **vowel sound** is the sound that a vowel makes. We make vowel sounds with our teeth and lips open. There are 20 different vowel sounds.

Below are some examples of different vowel sounds:

- it – short vowel sound
- at – short vowel sound
- eat – long vowel sound
- eight – long vowel sound
- hair – two short vowel sounds together

### Practice

#### Activity 1

Practise saying the following words aloud. Notice the differences between the sounds.

Short vowel sound	Long vowel sound	Two short vowel sounds
Sit	seat	bear
Lip	leap	chair
Fat	cake	near
Bit	keep	join
Pan	bike	fair
Six	cute	wear

**Activity 2**

Say the words from the word bank below aloud. Then put each word in the correct column.

paper	cap	sad	bake	great	hear
weigh	pray	him	ear	pain	pop

<b>Short vowel sound</b>	<b>Long vowel sound</b>	<b>Two short vowel sounds</b>

<b>Lesson Title: Types of Drama (Tragedy and Comedy)</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-021</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Name the two types of drama.
2. Differentiate between tragedy and comedy.

## Overview

A **drama** can be a novel, television show, movie, play or dance. Most dramas focus on the relationships between people. Dramas tell a story, usually involving conflicts and emotion.

There are two types of drama: comedy and tragedy.

A **comedy** can begin in an ordinary or a bad situation, but it usually has a happy ending. A comedy is funny and makes you laugh.

A **tragedy** usually begins in an ordinary or good situation and ends badly. It is a serious story with a sad ending.

*Romeo and Juliet* is a famous play written by William Shakespeare. It takes place in Verona, Italy. It is about two families called the Montagues and the Capulets who have hated each other for a very long time. The children of the two families fall in love. Their names are Romeo and Juliet.

## Practice

### Activity 1

Read the following text aloud with the correct voice modulation.

#### Romeo and Juliet

In Verona in Italy, two families do not like each other and always fight. Romeo, from one family, falls in love with Juliet, from the other family. They are married in secret by a friendly priest, Friar Laurence. But Juliet's cousin, Tybalt, kills Romeo's best friend. So Romeo kills Tybalt and then runs away to save his life.

Juliet's parents want her to marry a rich nobleman. Friar Laurence is sorry for Juliet and gives her a drug to make her look dead. Everyone thinks she is dead, and she is taken to the family tomb. But she is not dead, and after 42 hours she will wake up. The priest promises to send Romeo a letter to tell him the plan. Romeo can then come and save Juliet.

But Romeo never receives the letter and hears that Juliet is dead. He is very sad and buys some poison. He goes to visit Juliet's dead body. He wants to die next to her. Romeo finds the man

who Juliet's parents wanted her to marry there. He is also sad for Juliet. Jealous, Romeo kills the man and then kisses Juliet to say goodbye to her. Then Romeo drinks the poison and kills himself.

A little later, Juliet wakes up. She sees the dead body of her beloved Romeo lying next to her. She takes the knife from Romeo's belt, stabs it into her heart and dies.

### **Activity 2**

Answer the comprehension questions about the text.

1. Why did Romeo and Juliet get married in secret?
2. Who does Tybalt kill?
3. Why does Friar Laurence give Juliet a drug to make her look dead?
4. How long will the drug make Juliet look dead for?
5. Why does Romeo drink poison?
6. What happens when Juliet finally wakes up?
7. Why is this story called a tragedy?

### **Activity 3**

Rewrite the end of Romeo and Juliet so it has a happy ending. Start from 'He goes to visit Juliet's dead body. He wants to die next to her.'

<b>Lesson Title: Characterisation</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-022</b>	<b>Class: JSS 1</b>



### Learning Outcome

By the end of the lesson, you will be able to identify the various characters in a story or play and describe their roles.

## Overview

**Characters** are any person or animal represented in a play or story. There are characters in television shows and movies as well.

Characters are usually not real people. They are made up in order to tell an interesting story. There are often two main characters – the ‘hero’ and the ‘heroine’. The **hero** is usually a good, strong and brave man. The **heroine** is usually a good, strong and brave woman.

Example: The hero in *Romeo and Juliet* is Romeo. The heroine is Juliet.

Below is a list of characters in *Romeo and Juliet* and a description of each character. There is also a summary of what happens to them in the play.

<b>Name</b>	<b>Description</b>	<b>What happens to them?</b>
Romeo	a young man who is in love with Juliet	Romeo kills himself because he thinks Juliet is dead.
Juliet	a young woman who is in love with Romeo	Juliet kills herself because Romeo is dead.
Friar Laurence	a priest and Romeo and Juliet’s friend	Friar Laurence gives Juliet a drug that makes her look dead.
Tybalt	Juliet’s cousin	Tybalt kills Romeo’s best friend. Romeo kills Tybalt.

## Practice

### Activity 1

Practise reading the text aloud with correct voice modulation.

#### The Wedding Dress Drama

Asuma and Ejatu were fighting again. They were planning their dresses for their friend Fatu's wedding. They both picked out exactly the same fabric to make their dresses. Asuma thought this was so embarrassing! They could not go looking as if they were twins. Ejatu agreed, but thought that Asuma should be the one to get new fabric. For two weeks, they did not talk to each other. Each of the friends complained to Fatu. Fatu, being the bride, had many other things to worry about. Their complaining was making her upset and giving her a headache. So one night she crept into their rooms while they were sleeping and stole the fabric from both of them. When Asuma and Ejatu discovered the fabric was gone the next day, they cried. They had no money for more fabric, and now they had no dresses to wear! Fatu let them suffer for a few days and then slipped back into their rooms and returned the fabric. When waking the next day, Asuma and Ejatu were so relieved to have their fabric back that they happily made their dresses without another word. And Fatu was able to stop her headaches!

### Activity 2

Answer the comprehension questions about the text in full sentences.

1. Was this story an example of a tragedy or a comedy? Why?
2. Why were Asuma and Ejatu fighting?
3. Why did Asuma not want to wear the same dress as her friend?
4. What happened in the story to make Asuma and Ejatu cry?
5. What is the name of the bride? What does she do in the story?
6. What lesson did Fatu teach the girls by stealing the fabric and then giving it back?
7. Who is the heroine in the play?



<b>Lesson Title: Pronouns</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-023</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Identify pronouns in sentences.
2. Define pronouns.
3. Use pronouns in sentences.

### Overview

A **pronoun** is a word that takes the place of a noun. I, he, she, you, it, we or they are all examples of pronouns. A pronoun can replace a noun in a sentence.

Example:

- Please give the ball to Abu.
- Please give the ball to **him**.

We often use pronouns to avoid repeating the same noun again and again.

Examples:

- Saidu loves the beach and the sea because **he** loves swimming. 'Saidu' is the noun. 'he' is the pronoun representing Saidu.
- Patrick, what time is it? **You** are late. 'Patrick' is the noun. 'You' is the pronoun representing Patrick.
- Uncle Ali and I are going to the store. **We** will get eggs. 'Uncle Ali' and 'I' are the nouns. 'We' is the pronoun representing both Uncle Ali and I.

### Practice

#### Activity 1

Read the following sentences. Identify the noun(s) and the pronoun.

1. Almamy played at school today. He played with broken tree branches.
2. Juana and I are practising the guitar. We like to play music together.
3. Kabba and Mayeh sang loudly. They sing in the school choir.
4. Sannoh always tells jokes. She makes me laugh.
5. The bird flew under the bush. It was scared off by the loud noise.

**Activity 2**

Replace the following noun(s) with pronouns in the sentence.

1. Quee had to leave early.
2. The book was not there.
3. Lamin wanted to go play.
4. Umaru and Bah ran away.
5. My parents were upset that I was late.

**Activity 3**

Fill in the blank with the appropriate pronoun.

1. Marah, will \_\_\_\_\_ be going to the game after school?
2. The football players practised in the field. \_\_\_\_\_ were good.
3. Where is the banana I left here? I know \_\_\_\_\_ did not walk away!
4. Bendu and Janneh do well on examinations. \_\_\_\_\_ always study after school.
5. Can Kabba and I go to the store? \_\_\_\_\_ need to get milk.

<b>Lesson Title: Pronouns (Continuation)</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-024</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Use pronouns in sentences.  
Replace nouns with pronouns in sentences.

## Overview

A **pronoun** replaces a noun. It helps us avoid repetition when speaking or writing.

There are some rules to follow when using pronouns:

- 'He' is used to talk about a man or boy.
- 'She' is used to talk about a woman or girl.
- 'They' is used to talk about two or more people. It could be two or more men/boys, two or more women/girls, or it could be a mix of man/boy and woman/girl.
- 'They' is also used to talk about two or more things.
- 'It' is used to talk about a place or thing.
- 'We' is used for the speaker and one or more other people.

## Practice

### Activity 1

Replace the words in **bold** with a pronoun.

1. My cousin, Brima, goes to school in Bo. **My cousin** is in JSS 2.
2. The teachers were busy in the office. **The teachers** were grading papers.
3. I could not stop the dirt from coming into the house. **The dirt** was everywhere.
4. Iye did well in maths. **Iye** studied with her brother every evening.
5. My sister and I do chores on the weekend. Then, **my sister and I** go to play with friends.

### Activity 2

Write a sentence for each of the following pronouns in a sentence.

1. I
2. you
3. he
4. she
5. it
6. we
7. they

<b>Lesson Title: Creative Writing</b>	<b>Theme: Writing</b>
<b>Practice Activity: PHL-07-025</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Write short poems.
2. Identify two figures of speech in the poem.

### Overview

**Poetry** is different from prose. In prose, you want to make your ideas clear. In a poem, you want to create feelings and rhythm and use interesting language.

Poetry uses figures of speech. A **figure of speech** is an expression or phrase that has a meaning other than the literal meaning. Figures of speech help to make a poem interesting.

One figure of speech is a metaphor. A **metaphor** is used to describe something by comparing it to something else. Metaphors are not literally true but they inspire readers' imagination. Unlike **similes**, metaphors do not use 'like' or 'as' when comparing two things.

Example: Clouds might be described as sheep or cotton balls because they are fluffy, white and soft.

**Personification:** This is when we give human qualities or characteristics to things that are not human.

Example: 'That house looks lonely'. Lonely is a human quality. A house cannot be lonely. However, we understand that this means the house is empty and no one is around.

### Practice

#### Activity 1

Read the poem. Identify all the examples of metaphors or personification in the poem.

Clouds by Cristina Rossetti

White sheep, white sheep,  
on a blue hill,  
When the wind stops,  
You all stand still.  
When the wind blows,  
You walk away slow.  
White sheep, white sheep,  
Where do you go?

## **Activity 2**

Identify whether the following lines are an example of metaphor or personification.

1. The warm fire was calling my name.
2. Joseph has the heart of a lion.
3. The road was a ribbon of moonlight.
4. The car happily drove down the road.
5. The wind kissed my cheeks as I ran.

## **Activity 3**

Explain the following metaphors in your own words.

1. She was so embarrassed that her cheeks were on fire.
2. My mother told me that her job is a bad dream.
3. The trees danced back and forth in the wind.
4. The smell of food cooking pulled me to the kitchen.

<b>Lesson Title: Reading the First Chapter of the Prose Text</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-026</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Explain the story in your own words.
2. Identify the main characters and their roles.

## Overview

Today you will read the first part (chapter) of a very famous story called *Around the World in 80 Days*. This book was written almost 150 years ago by a French writer. The writer's name is Jules Verne.

The story is about a man who travels around the world. He visits many countries, mountains and oceans. There were no planes, cars or buses to travel in 150 years ago. There were no radios or telephones. Life looked very different from today.

## Practice

### Activity 1

Read the following chapter aloud.

#### Around the World in 80 Days – Parts 1 and 2

Part One:

Mr Phileas Fogg lived in London. He was a member of the Reform Club and he was rich. But nobody knew how he made his money. He was not very generous. But he was not mean. He talked very little. This made him seem rather mysterious.

He did exactly the same thing every day. His only hobbies were reading the newspapers in the morning and playing cards after dinner. He was good at cards. But if he won any money he gave it away. He was not married. He had no children. He lived in a big house with one servant, James. He ate his breakfast and dinner at his club. He always ate at exactly the same time. He always ordered the best food and drink.

Part Two:

Mr Phileas Fogg thought everyone should be like him. On 2<sup>nd</sup> October 1873, his servant, James, lost his job. What did the poor man do? Phileas Fogg expected his water to be exactly 86.4 degrees hot. Later the same morning, Phileas Fogg was sitting in his armchair. He was watching the clock. The clock was a very complicated one. It indicated the hours, the minutes, the seconds, the day, the month and the year.

At 11.30 exactly, Phileas Fogg always left the house. But today at 11.20 there was a knock at the door. It was his new servant. The young man came in. He bowed.

'You are a Frenchman I believe. And your name is John,' said Mr Fogg.

'Jean Passepartout. It is a good name for me. It means "go everywhere". I know many trades. I've been a singer, a circus rider, a professor of gymnastics, a fireman. But now I have come to London. I want to be a servant. I am looking for a quiet life. I want to forget my name Passpartout.'

'The name Passepartout is fine. Now, what time is it?' said Mr Fogg.

His new servant pulled a very big silver watch from his pocket. '22 minutes after 11 o'clock.'

'You are too slow,' said Mr Fogg. 'You are four minutes too slow. Now, from this moment, 26 minutes after 11am, this Wednesday, October 2<sup>nd</sup> 1873, you work for me.'

## **Activity 2**

Answer the following comprehension questions about the chapter in full sentences.

1. If Mr Phileas Fogg won money playing cards, what did he do with it?
2. Was Mr Fogg married and did he have children?
3. Where did Mr Fogg eat his lunch and dinner?
4. What was so complicated about Mr Fogg's clock?
5. Would you like to work for Mr Fogg?

## **Activity 3**

Read the definitions below for the words found in the text. Use each word in a sentence.

1. generous: freely giving or sharing money and other things
2. mysterious: strange, unknown or difficult to understand
3. servant: a person who is hired to do household work such as cleaning and cooking

<b>Lesson Title: Reviewing the Previous Chapter of the Prose Text</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-027</b>	<b>Class: JSS 1</b>



### Learning Outcome

By the end of the lesson, you will be able to answer comprehension questions about the text.

## Overview

Today you will continue reading *Around the World in 80 Days*.

The two characters in this story are:

- Mr Phileas Fogg, a rich man who likes to do the same thing every day and likes to be on time.
- Passepartout, Mr Fogg's new servant. He is French. He has done many different jobs. He seems to like Mr Fogg's order and timeliness.

When you are reading a text, it is important to ask yourself if you understand what you are reading. Some texts are harder to understand because they are old and the language is different than what we are used to reading. Before you start reading a text, think about what you have already read and what you already know. After you have read a text, summarise it in your own words.

## Practice

### Activity 1

Read the following passage aloud.

#### Around the World in 80 Days – Part 3

Passepartout had a red face, blue eyes and a round body. He could not straighten his curly hair. He had already worked as a servant in ten houses in England. He looked carefully around the house. He went to his new bedroom. On the door, he found a list of his duties. He read it quickly. 8.23: Bring tea and toast. 9.37: Bring hot water. 9.40: Bring clean towels. The list continued until midnight. At 12.00 exactly, Mr Fogg went to bed.

He went into Mr Fogg's bedroom. There was a large wardrobe. He opened it. It was full. The clothes were in rows. Each pair of trousers, each shirt had a number. The number indicated the day, the month and the hour Mr Fogg would wear it. Passepartout looked everywhere. Everything was neat and tidy. He rubbed his hands. "Good," he said joyfully. "This is just what I wanted. The man is just like a machine."

Mr Fogg, meanwhile, was walking to his club. He put his left foot forward 575 times. He put his right foot forward 576 times. He arrived at the front door of the Reform Club. He went at once to the Dining Room. He sat down at his usual table. His lunch consisted of fish and meat and pie



and cheese. This was washed down with several cups of tea. He got up at 1.13pm. He went to the Reading Room. A servant handed him *The Times*. He read the newspaper until 3.45. Then he read the evening paper until it was time for dinner.

### **Activity 2**

Answer the following comprehension questions in full sentences.

1. Was Passepartout's hair straight or curly?
2. How many houses had Passepartout worked at in London?
3. What did Mr Fogg's lunch consist of?
4. Why did each pair of trousers and shirt have a number?
5. Why do you think Passepartout compared Mr Fogg to a machine?

### **Activity 3**

In your own words, summarise the passage you just read.

<b>Lesson Title: Verbs</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-028</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Explain/define verbs.
2. Identify and use verbs in sentences.

### Overview

**Verbs** are action words. They tell us what someone or something does. Verbs are important. Every sentence must have a verb. They can describe actions and states in the past, present or future.

There are hundreds of verbs in the English language. Examples of verbs include: go, stop, push, play, wash, walk, sit, run, sleep, tell, see, sell.

A sentence also needs a noun. **Nouns** tell us who did the action or where they did it.

### Practice

#### Activity 1

Identify the verb(s) in the following sentences.

1. We rush home after school each day.
2. I did not want to wait any longer.
3. My brother washes the dishes every night.
4. The ball bounces across the field.
5. My mother told Ibrahim to go to the store at the weekend.

#### Activity 2

Use the following verbs in a sentence.

1. ride
2. sleep
3. smell
4. hear
5. make

### Activity 3

Identify the verb in each of the following groups of words.

1. look, the, brother
2. book, grow, tea
3. Aminata, here, fly
4. car, we, move
5. ask, just, bird

<b>Lesson Title: Verb Tenses</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-029</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Identify the tenses of verbs.
2. Use different verb tenses in sentences.

## Overview

Verbs change depending on whether you are talking about the past, present or future. **Verb tenses** can tell you when something happens. Verbs show the tense of when something happened (the past, present or future) by changing their form.

To talk about the past, we add 'ed' to regular verbs. This is called the **simple past tense**.

Verb	Simple past tense	Example sentences
Ask	Asked	I asked for some food.
Help	Helped	My mother helped me with homework.
Play	Played	He played in the house.

To talk about the future, we can add an 'auxiliary' (helping) verb in front of the main verb. This is called the **simple future tense**.

Auxiliary verb	Main verb	Example sentences
will	wear	I will wear my red shirt tomorrow.
going to	eat	I am going to eat a banana at break.

## Practice

### Activity 1

Identify whether the following sentences are in the past, present or future tense.

1. We needed to milk the cow.
2. She is going to give her a present.
3. My brother saved some food for me.
4. I want to play soccer.
5. My father will watch me play netball tomorrow.

### **Activity 2**

Write the following verbs in a sentence in the simple past tense.

1. wash
2. open
3. follow
4. knock
5. help

### **Activity 3**

Write the following verbs in a sentence in the simple future tense. Remember to use an auxiliary verb.

1. wash
2. open
3. follow
4. knock
5. help

<b>Lesson Title: The Simple Present Tense</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-030</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Define the simple present tense.
2. Construct sentences in the simple present tense.

### Overview

The **simple present tense** is used to discuss activities or events that happen regularly.

Examples:

- I **brush** my teeth in the morning.
- I **do not wash** my hair every day.

The simple present tense is also used to describe things that are always true and do not change.

Examples:

- Kenya **is** in East Africa.
- The sun **rises** in the East.

The verb tense usually stays the same when we use the simple present tense.

Examples: I sing. You sing. We sing. They sing.

If it is a negative sentence, use 'do not' before the verb.

Example: I do not sing.

Remember to add 's' to the verb when the verb refers to 'he' or 'she' or 'it'.

Examples: He sings. My mother sings. The bird sings.

If it is a negative sentence, use 'does not' before the verb.

Example: He does not sing. It doesn't sing.

Not all verbs are regular. Here are some rules for the simple present tense in the third person singular (he/she/it).

Verb	Example	Rule	He/She/It
Most verbs	make	add 's'	makes
Verbs ending in a vowel + 'y'	play	add 's'	plays
Verbs ending in consonant + 'y'	study	change 'y' to 'i' and add 'es'	studies
Verbs ending in 'ch', 'sh', 'ss', 'x'	watch/wash/pass/fix	add 'es'	watches/washes/passes/fixes
Verbs ending in 'o'	go	add 'es'	goes
Exceptions	have am/are		has is

## Practice

### Activity 1

Fill in the blanks using the correct form of the verb in brackets.

1. She \_\_\_\_\_ (run) home after school every day.
2. I \_\_\_\_\_ (sit) in the front row.
3. They \_\_\_\_\_ (eat) in the cafeteria.
4. Ibrahim \_\_\_\_\_ (study) alone.
5. The ball \_\_\_\_\_ (roll) when I kick it.
6. My father \_\_\_\_\_ (garden) in the afternoon.

### Activity 2

Change the sentences in Activity 1 to negative sentences.

### Activity 3

Write sentences for the verbs below using the simple present tense for he/she/it. Write three positive and three negative sentences.

1. study
2. wash
3. go
4. have
5. stay
6. read

<b>Lesson Title: The Simple Past Tense</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-031</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Define the simple past tense.
2. Make sentences in the simple past tense.

### Overview

The **simple past tense** is used to describe actions that were completed in the past. The simple past tense is formed by adding 'ed' to the verb. For example: **walked**, **talked**, **played**, **watched**, **listened**, **cooked**. Many common verbs are written differently in the simple past tense. You have to learn these verbs by memorising them. We call these verbs 'irregular verbs'. Here is a table of some common irregular verbs in the simple past tense:

Present tense verb	Simple past tense
Leave	left
Meet	met
Do	did
See	saw
Sit	sat
Run	ran
have/has	had
am/is	was
Are	were

### Practice

#### Activity 1

Fill in the blanks with the correct form of the verb in brackets.

1. My mother \_\_\_\_\_ (help) me get ready this morning.
2. Sanaa \_\_\_\_\_ (leave) school early.
3. I \_\_\_\_\_ (see) her leave school early.
4. We \_\_\_\_\_ (practise) our spelling yesterday.
5. The book \_\_\_\_\_ (is) on the table last night.
6. She \_\_\_\_\_ (run) for 30 minutes.
7. Darius \_\_\_\_\_ (kiss) his wife goodbye.
8. The corn in the garden \_\_\_\_\_ (seem) taller this morning.
9. They \_\_\_\_\_ (meet) for breakfast at 9.00 am.
10. I \_\_\_\_\_ (have) a short break after the exam.

#### Activity 2

Write 3–5 sentences about what you did last weekend using the simple past tense.



<b>Lesson Title: The Simple Past Tense (Continuation)</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-032</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Identify the simple past tense.
2. Identify key words used in the simple past tense.

### Overview

The **simple past tense** is used to describe an event that was completed in the past. We use the simple past tense to tell stories about things that have happened.

Most simple past tense verbs end in 'ed'. However, some verbs are irregular. You must memorise the irregular verbs.

When we describe an event, we need to be accurate. We want our listeners and readers to know exactly what happened. We use words and phrases like 'yesterday', 'last year' and 'three months ago' to say when the event happened. They are called '**past time markers**'. We often put these time markers at the beginning or end of a sentence.

### Practice

#### Activity 1

Identify the simple past tense verb and the past time marker in each sentence.

1. Last Christmas my family and I went to the beach.
2. My team played in a competition three months ago.
3. My sister graduated five years ago.
4. Last week they saw a musician in concert.
5. I passed my English examination last term.

#### Activity 2

Add a past time marker to each sentence.

1. She went to visit her family in the north.
2. I completed all my chores.
3. I went to bed too late.
4. My brother had malaria.
5. We wore our best dresses to the party.

#### Activity 3

Write one sentence using each of the following prompts.

1. Something that happened last month.
2. Something that happened last year.
3. Something that happened before you were born.

<b>Lesson Title: Pronunciation</b>	<b>Theme: Listening and Speaking</b>
<b>Practice Activity: PHL-07-033</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Identify and produce consonant sounds.
2. Differentiate between different consonant sounds.

### Overview

Remember, there are two types of letters in the English alphabet: **vowels** and **consonants**. The English vowels are: a, e, i, o, u. There are 20 different vowel sounds in the English language.

**Consonants** are all the letters that are not vowels. There are 21 **consonants** in the alphabet.

Consonant sounds are the sounds that consonants make when we say them. We can make consonant sounds by stopping the air coming from our mouths in different ways. We use our lips and our tongues and teeth to do this.

Some English consonant sounds are shown by two letters. These two sounds blend together. An important one is the sound for 'th'. Sometimes the 'th' sound gets confused with the sounds for 'd' or 't'.

Example: wind, winter, weather

### Practice

#### Activity 1

Practise saying the words in the table aloud three times. Notice the way your mouth feels and moves when you say each word. For example, when you say 'baby' you pull your lips together. When you say 'time' you feel your tongue on the back of your teeth.

<b>B</b>	baby	<b>k</b>	key	<b>s</b>	sun
<b>C</b>	car	<b>l</b>	love	<b>t</b>	time
<b>D</b>	day	<b>m</b>	man	<b>v</b>	village
<b>F</b>	fire	<b>n</b>	new	<b>w</b>	water
<b>G</b>	green	<b>p</b>	path	<b>x</b>	fix
<b>H</b>	hand	<b>q</b>	queen	<b>y</b>	yes
<b>J</b>	jeans	<b>r</b>	rain	<b>z</b>	zebra

#### Activity 2

Identify another example word for each of the letters in the table above. Remember that some letters like 'c' and 'k' make the same sound.

<b>Lesson Title: Literary Terms</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-034</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Explain the meaning of literary terms.
2. Identify similes, metaphors and personification in sentences.

## Overview

We use **literary terms** to discuss poetry, stories and other forms of literature. They are different techniques and devices that writers use to help create an image in the reader's mind. Similes, metaphors and personification are all examples of literary terms.

A **simile** makes a comparison by saying one thing is like another. You can usually identify a simile because it uses the word 'like' or 'as' to compare things.

Examples:

- The old man's hair is **as** white **as** snow.
- My love is **like** a red rose.

A **metaphor** also makes a comparison, but it does not use the word 'like' or 'as'. A metaphor says that one thing is the same as another. The reader needs to work out what the connection is between what is being compared.

Examples:

- Love is a garden.
- The classroom was a zoo.

**Personification** is a type of metaphor. It gives a human quality to something that is not human.

Examples:

- My love for you dances and sings.
- The hat sat angrily on his head.

## Practice

### Activity 1

Identify whether the following sentences are examples of similes, metaphors or personification.

1. Your smile is as bright as the sun.
2. Your smile is the sun on a grey day.
3. I think the sun is trying to kill me.

4. The bird sang happily on its branch.
5. The bird flew like the wind.
6. The feather was dancing on the wind.
7. Jonathan is a giant on the football pitch.

### Activity 2

Complete the sentence with the ending that makes the most sense.

1. His eyes were as black as	a. lion
2. The leaves	b. angel
3. She was as proud as a	c. coal
4. Ezra is a loud	d. whispered in the wind
5. You are my guardian	e. firecracker

<b>Lesson Title: Chapters 2 and 3 of Prose Text</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-035</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Identify new words.
2. Answer short questions from a passage.

## Overview

Today you will continue reading the story, *Around the World in 80 Days*. This story was written by the French writer Jules Verne. It was published in 1873.

The story is about two main characters. Phileas Fogg is a rich British gentleman. He lives a very organised life. He makes a bet with other gentlemen at his club about whether it is possible to travel around the world in 80 days. On 2<sup>nd</sup> October 1872, Mr Fogg leaves London on a train with Passepartout, his valet. A valet is a male servant. They plan to travel around the world in 80 days to win the bet.

## Practice

### Activity 1

Read the following passage.

#### Around the World in 80 Days – Part 3

Mr Fogg is at the club with his friends. They are talking about a bank robbery while they play cards.

Between rounds of cards, the conversation continued. They discussed where the thief might have gone. 'He could be anywhere in the world,' said one man. 'The world is big enough to hide him.'

'In the past, it was,' said Mr Fogg. The others agreed that the world had grown smaller. Now, with railways and steamships, you could go around the world in three months.

'In 80 days,' said Mr Fogg. They all looked at the timetable printed in his newspaper. The exact times were given. London to Suez: 7 days, Suez to Bombay: 13 days... Then to Hong Kong, to San Francisco, to New York and back to London. The whole journey would take exactly 80 days.

'I don't believe it,' said one of the players. 'Such a journey is not possible.'

'I will go around the world in 80 days,' said Mr Fogg. 'If I fail, I will give you all the money I have.'

'We accept,' said the other men. 'Good,' said Mr Fogg. 'The boat train leaves for Dover at 8.45. I will catch that.' 'This evening?' his friends asked, amazed. 'This very evening.' Mr Fogg took out his pocket diary. 'Today is Wednesday 2<sup>nd</sup> October. I shall be back in London, at the Reform Club, on Sunday 21<sup>st</sup> December at 8.45pm.'

## Activity 2

Answer the following comprehension questions about the passage in full sentences.

1. What were Mr Fogg and his friends talking about while they played cards?
2. What do you think 'the world had grown smaller' means?
3. How long will the whole journey take?
4. What time is the boat train leaving for Dover?

## Activity 3

Read the following definitions then use each word in a different sentence.

1. Robbery: the crime of taking money or other things of value that are not yours.
2. Thief: a person who takes money or other valuable things that are not his or hers.
3. Hide: to put something/someone in a place so that nobody can find it or to go somewhere where nobody can find you.
4. Timetable: a chart or list that gives information about when public transport (for example, a bus or train) leaves and arrives.
5. Agree: to have the same opinion.
6. Fail: the opposite of succeed. To do something that does not have the result you want.

<b>Lesson Title: Punctuation Marks</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-036</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Explain what punctuation marks are.
2. Insert punctuation marks (such as full stops, commas and question marks) in unpunctuated sentences.

### Overview

**Punctuation marks** are symbols like full stops, question marks and exclamation marks.

Sentences begin with uppercase letters. Sentences end with punctuation marks.

**Full stops** (.) go at the end of a sentence. They tell us that a sentence has finished.

- Example: I want to go to the movies.

**Question marks** (?) go at the end of a sentence that asks a question. Question sentences sometimes start with words like 'why', 'how', 'where', 'who' or 'what'.

Examples:

- Who was that girl?
- Are you going to the store?

A **comma** (,) is another type of punctuation. A comma never goes at the end of a sentence. It is used inside the sentence. It makes a short pause between two words. Remember, we do not need to put a comma before the word 'and'.

- Example: My favourite foods are banana, beans, bread and fufu.

### Practice

#### Activity 1

Name the following punctuation marks and explain what each type of punctuation does in a sentence.

1. .
2. ?
3. ,

## Activity 2

Correct the following sentences by adding the missing punctuation. Change lower case letters to uppercase letters where needed.

1. i sent my aunt a letter at the post office
2. we need to leave in five minutes
3. what do you want to do with your old dress
4. how are you today
5. the mao river is the biggest river in sierra leone
- 6.

## Activity 3

Add commas to correct the following sentences.

1. The sweetest fruits are bananas mangoes and papayas.
2. I packed my socks pants shirts and shoes in my luggage.
3. My aunt my sister and my mother all went to church.
4. Sarah stopped at the store to get a notebook some beans three oranges and a bottle of water.
5. My favourite classes in school are English Maths and Science.



<b>Lesson Title: Punctuation Marks (Continuation)</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-037</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Tell what apostrophes, inverted commas and exclamation marks are.
2. Punctuate a passage using these marks.

### Overview

**Punctuation marks** are symbols that are used in writing to help make writing clear and easy to understand. Without punctuation marks, it would be difficult to understand written English.

An **apostrophe** (') can show possession.

Example: The girl's football was flat.

The football belongs to the girl. So an apostrophe goes after 'girl' to show the possession. If the noun is plural and ends with an 's', we use the apostrophe after the 's'.

Example: The girls' football was flat.

- singular nouns use 's (the girl's football = one girl)
- plural nouns use s' (the girls' football = more than one girl)
- 

An apostrophe can also be used to put two words together. We call these new words **contractions**. In contractions, the apostrophe replaces the vowel 'i' in 'is'.

Example: She is – She's

This is common when we use verbs like am, is, do, have, can, will.

Examples:

- he is = he's
- they are = they're
- have not = haven't
- do not = don't
- will not = won't

**Inverted commas** (' and ") are used to show that someone is speaking. They go around the words that someone says. We also call these **quotation marks**. Single quotation marks (') are used for direct speech, and double quotation marks (") are used to enclose quoted material within.

Examples:

- He said, 'I will help you clean tonight.'
- Aminata said, 'The teacher told me "tomorrow is fine" when I asked when I could turn in my homework.'

An **exclamation mark** (!) goes at the end of a sentence. It shows strong emotion, like excitement or surprise. We also use them if someone is shouting.

Example: Wow! I cannot believe she went all alone!

## **Practice**

### **Activity 1**

Identify the following punctuation marks. Explain their function in a sentence.

1. ‘ and “
2. ‘
3. !

### **Activity 2**

Add the correct punctuation to the sentences.

1. Help shouted Mari
2. That is my brothers shirt
3. Shes coming to dinner with my father
4. Oh my exclaimed Hajah when her friend scared her
5. We wont be joining you tonight, my mother said sadly

### **Activity 3**

Write 3–5 sentences about a conversation you had recently. Use inverted commas to show what was said.

<b>Lesson Title: Narrative Prose (Continuation)</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-038</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Continue reading prose (Chapters 4 and 5 of *Around the World in 80 Days*).
2. Write short notes on the main facts in a passage.

### Overview

Today you will continue to read about the adventures of Mr Fogg and Passepartout in *Around the World in 80 Days*.

Remember, Mr Fogg had told his friends, 'I shall be due back in London, at the Reform Club, on Sunday 21<sup>st</sup> December at 8.45pm.' This piece of information is important because if he makes it back by that date he will have travelled around the world in 80 days. If he fails, he will have to give all of his money to his friends.

### Practice

#### Activity 1

Read the following passage aloud. While reading, try to pay close attention to how Passepartout feels about the trip. Also, note what items they are taking on the trip.

#### Around the World in 80 Days – Part 4

At 7.25 Phileas Fogg left the Reform Club. Passepartout had studied his duties carefully and was very surprised to see him at this time. He did not come when Fogg called his name. Fogg called again. 'I called you twice,' he said, when Passepartout finally appeared.

'But it is not midnight,' said the servant, showing his watch.

'I know. I am not blaming you. But we start for Dover and for France in 30 minutes.'

A puzzled look spread over Passepartout's face. 'You are leaving home, Sir?'

'Yes, we are going round the world.'

Passepartout opened his eyes wide, raised his eyebrows and held up his hands. 'Round the world,' he murmured, horrified.

'In 80 days,' responded Mr Fogg. 'So we haven't a moment to lose. We'll take no trunks. Only a carpet bag with two shirts and three pairs of socks for me. And the same for you. We'll buy our clothes on the way. But bring some walking shoes. We may need them. Make haste!'

Passepartout tried to reply, but could not. He climbed to his room. He fell into a chair and muttered: 'And I just wanted to stay quiet.'

By 8 o'clock he had packed the two small bags. Mr Fogg was also ready. Under his arm he had a fat, red book full of timetables. They showed the arrival and departure times of railways and steam ships. He took a carpet bag and opened it. He slipped inside a thick roll of pound notes.

He handed the bag back to Passepartout. 'Take good care of it. There is 20,000 pounds inside.'  
Passepartout nearly dropped the bag.

They took a cab and drove to the station. It was 8.20 when they arrived. Two first class tickets to Paris were quickly bought. At 8.40 they were sitting in the railway carriage. At 8.45 a whistle screamed. They were off.

### **Activity 2**

Answer the following comprehension questions about the passage in full sentences.

1. At what time did Mr Fogg leave the Reform Club?
2. Where is the first place they are going to?
3. They did not pack much for the trip. Where will Mr Fogg and Passepartout get their clothes?
4. What time was it when they arrived at the station?
5. The author writes, 'a whistle screamed.' What literary device is this? What do you think the whistle sounds like?

### **Activity 3**

In 3–5 sentences, write a summary of the passage.

<b>Lesson Title: Poems</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-039</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Read the poem.
2. Answer questions on it.

### Overview

You have read the first verse of the poem, *The Highwayman*. The poem is about a highwayman. A highwayman is a robber who rides on roads at night. He stops rich travellers and takes their money. This is the first verse of a long narrative poem. A **narrative poem** tells a story.

Remember, poems are written differently from prose. Words, language and structure are very creative in poems. For example, the author repeats the word 'riding' many times. This gives the poem **rhythm** and creates an image of the continuous action of riding the horse.

**Rhyme** is also common in poems. A rhyme is when two words sound similar. For example, 'moor' and 'door'. Sometimes words do not look similar when they are written, but sound similar when said aloud. For example, 'there' and 'hair'.

**Alliteration** is when sounds are repeated in poems. This usually happens at the beginning of words. For example, 'cobbles', 'clattered' and 'clashed'. These all start with a 'k' sound.

### Practice

#### Activity 1

Read the following poem aloud.

#### The Highwayman

by Alfred Noyes

The road was a ribbon of moonlight over the purple moor,  
 And the highwayman came riding,  
 Riding, riding,  
 The highwayman came riding, up to the old inn-door.  
 Over the cobbles he clattered and clashed in the dark inn-yard.  
 He tapped with his whip on the shutters, but all was locked and barred.  
 He whistled a tune to the window, and who should be waiting there  
 But the landlord's black-eyed daughter,  
 Bess, the landlord's daughter,  
 Plaiting a dark red love-knot into her long black hair.

## Activity 2

Match the following words with their definitions.

a. tap	1. an old word for a robber on a horse
b. cobble	2. owner of a pub, bar or guest house
c. shutters	3. a small stone used to surface a road
d. moor	4. to make a continuous sound (of horse's hooves on stones)
e. landlord	5. high, uncultivated land
f. whip	6. to touch lightly
g. bar	7. to divide your hair into three and tie together.
h. highwayman	8. a long leather strip used in horse-riding
i. clatter	9. similar to doors but to protect windows
j. plait	10. to block

## Activity 3

Match the words in the word bank with the word they rhyme with in the list below.

stare	find	hard	clash
road	four	old	red

1. more
2. where
3. yard
4. load
5. unkind
6. flash
7. cold
8. bread

<b>Lesson Title: Poems (Continuation)</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-040</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Revise literary terms – simile, metaphor and personification.
2. Give examples of each.

### Overview

**Poetry** is a type of literary work where feeling and ideas are expressed with **descriptive language**. Poems have lines, not sentences. They can have lines of just one or two words. They can tell stories or they can describe something meaningful.

Descriptive language appeals to the reader’s five senses: taste, touch, sight, smell and hearing. Literary devices help the writer to create interesting descriptions:

- **Similes** use ‘like’ or ‘as’ to make a comparison.
  - Example: Its fur was as soft **as** silk.
- **Metaphors** also make a comparison, but they do not use ‘like’ or ‘as’.
  - Example: Its fur was silk in my hands.
- **Personification** gives human characteristics to something that is not human.
  - Example: The moon smiled at me.

### Practice

#### Activity 1

Read the following poems aloud. Look for examples of metaphors, similes and personification as you read.

#### I Wandered Lonely as a Cloud

by William Wordsworth

I wandered lonely as a cloud  
That floats on high o’er vales and hills  
When all at once I saw a crowd  
A host of golden daffodils  
Fluttering and dancing in the breeze.

### The City

by Langston Hughes

In the morning the city

Spreads its wings

Making a song

In stone that sings.

In the evening the city

Goes to bed

Hanging lights

Above its head.

### **Activity 2**

Identify whether the following sentences are an example of metaphor, simile or personification.

1. Her smile is like the sun.
2. My sister is a queen to my mother.
3. The warm smile of the sun shone down on me.
4. I whispered as softly as a mouse.
5. She is a ball of energy.
6. The leaves waved at me in the wind.

### **Activity 3**

The following words are given with their definition. Use each word in a sentence.

1. float: to move slowly on air or water
2. vale: a valley
3. daffodil: a yellow flower
4. flutter: fly or move by using wings quickly
5. breeze: a very light wind



<b>Lesson Title: Countable and Uncountable Nouns</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-041</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Define countable and uncountable nouns.
2. Identify them in sentences.

### Overview

Today you will learn about two different types of nouns. Nouns that you can count are called **countable nouns**. Nouns that you cannot count are called **uncountable nouns**.

**Countable nouns** have a singular and a plural form. You usually make nouns plural by adding a 's', 'es' or 'ies' at the end of the word.

Examples:

- a ball, four balls
- a chicken, three chickens
- one potato, five potatoes
- a party, two parties
- 

**Uncountable nouns** cannot be made plural. You cannot count them with numbers. You must always use a singular verb with uncountable nouns. Abstract ideas like beauty and anger are uncountable. Objects that are very small or liquid are also uncountable.

Examples: air, water, tea.

Sometimes, we use 'some' with uncountable nouns.

Examples: some sugar, some water.

There are some nouns that can be countable and uncountable, depending on how they are used. Examples:

- Hair. Countable: There are two hairs in my soup. Uncountable: I don't have much hair on my head.
- Light. Countable: There are two lights in our room. Uncountable: There's too much light in here.

**Practice**

**Activity 1**

Put the words in the correct column in the table below.

- tomato
- milk
- flour
- hair
- mango
- coffee
- water
- orange

Countable nouns	Uncountable nouns	Both

**Activity 2**

Complete the sentences with 'a' if it is a countable noun or 'some' if it is an uncountable noun.

1. Please bring me \_\_\_\_\_ milk.
2. I want \_\_\_\_\_ dress.
3. There's \_\_\_\_\_ mouse in the house.
4. My mother gave me \_\_\_\_\_ money.
5. It looks like there will be \_\_\_\_\_ rain today.
6. Hand me \_\_\_\_\_ cup.

**Activity 3**

Complete the sentences with the correct word from the options in brackets.

1. They have two \_\_\_\_\_ (cat/cats) in their home.
2. I had so much \_\_\_\_\_ (tea/teas) today!
3. We played between the three \_\_\_\_\_ (tree/trees).
4. My mother gave us some \_\_\_\_\_ (money/moneys) for the ride.
5. Five of the \_\_\_\_\_ (girl/girls) in my class were invited to the party.

<b>Lesson Title: Countable and Uncountable Nouns (Continuation)</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-042</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to revise countable and uncountable nouns.

### Overview

**Countable nouns** are nouns that we can count. They can be singular or plural. The following are words that we commonly use with countable nouns: 'a', 'an', 'some', 'any', 'many', 'a lot', 'few'.

**Uncountable nouns** cannot be counted. They must have a singular verb. Sometimes uncountable nouns can be used in the plural. It depends on the way in which the noun is used in a sentence. The following are words we commonly use with uncountable nouns: 'some', 'any', 'much', 'a lot', 'a little'.

### Practice

#### Activity 1

Identify the noun in each of the following sentences. Then identify whether it is a countable noun or an uncountable noun.

1. Would you like to have some food?
2. Please save me some beans.
3. Can you go to the store and get me three bananas?
4. There are many animals at the farm.
5. My mother baked a lot of bread.
6. My mother baked two loaves of bread.
7. Do you want to listen to a little music?
8. This singer has five songs I like.

#### Activity 2

Complete the sentences using a mixture of countable and uncountable nouns.

1. My brother has many \_\_\_\_\_.
2. Please hand me four \_\_\_\_\_.
3. May I have a few \_\_\_\_\_?
4. Dara needs a \_\_\_\_\_.
5. My father gave me some \_\_\_\_\_.
6. Will you give me a little \_\_\_\_\_?

<b>Lesson Title: Prose</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-043</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Interpret the messages and morals of stories.
2. Read purposely and with understanding.

## Overview

All over the world, people tell stories. Stories often have a message or a moral. A story's **moral** the lesson that a story teaches you about good or bad behaviour. It may tell you the benefits of being good and honest, how to be brave, kind or clever or the problems that bad behaviour can cause.

Below is the story of the peacock. A peacock is a beautiful bird that cannot fly. This is a very old story from Ancient Greece. Long ago, before Christianity or Islam, people believed that gods and goddesses lived among them and could change their lives.

## Practice

### Activity 1

Read the following story aloud.

#### How the Peacock Came to Be – Parts 1 and 2

Part One:

Long ago, a peacock was an ordinary bird with grey feathers. But the peacock was very proud. He thought he was better than the other birds. He deserved better, more beautiful feathers with brighter colours.

One day, he was by the lake looking at his face in the water. Suddenly, behind him he saw a beautiful woman. He knew it was the goddess Juno. This was his chance. She could make him beautiful. 'Oh Juno, lovely goddess, you are so beautiful. I want to be beautiful too. I want to be the most magnificent bird in the world. I want even the king to admire me. I pray, dear goddess, make me magnificent.' Juno looked at this very ordinary bird and thought, 'How proud and stupid he is! I will give him what he wants, but I will teach him a lesson.'

Part Two:

When the peacock looked in the water again, he was more beautiful than he could believe. His brilliant blue and green tail feathers shone in the sunlight. The black circles at their tips looked like a hundred eyes. The other, ordinary birds rushed to admire him. He walked up and down like a king, opening and closing his tail. But then the other birds stopped looking at him. They

began staring up into the sky. He looked up too. He saw the powerful eagle high above. It spread its great wings wide and looked down on the whole world. The eagle was certainly a king of birds.

Immediately the peacock became jealous. 'I am more beautiful than the eagle. I will fly even higher. Everyone in the whole world will see my beauty. They will know I am the most beautiful bird in the world.' He lifted his wings and tried to fly. But his wings were so heavy. He could not leave the ground. The goddess made him pay for his beauty. Yes, he looked beautiful, but he could not fly.

### **Activity 2**

Answer the following comprehension questions about the story in full sentences.

1. What colour feathers did the peacock have in the beginning?
2. What did the peacock think he deserved?
3. What was the name of the goddess?
4. What did Juno think of the peacock?
5. What did the black circles on the tips of the peacock's feathers look like?
6. Who was the peacock jealous of?
7. Why couldn't the peacock fly?

### **Activity 3**

Write 3–5 sentences about the moral of the story.

<b>Lesson Title: Creative Writing</b>	<b>Theme: Writing</b>
<b>Practice Activity: PHL-07-044</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Write a short story.
2. Use the simple past tense.

### Overview

**Creative writing** is any type of writing that uses your imagination. When you write a piece of creative writing, you invent the characters and the story.

Remember, it is important to think about and plan a story before writing it. Here are five steps to follow when you are doing creative writing:

1. Describe the situation at the beginning.
2. Explain how or why a change came about.
3. Describe the new situation.
4. Explain what the character discovered.
5. Include the moral of the story.

When you write your short story, you should write one paragraph for each of the above steps. The **simple past tense** is used often in creative writing. You will use the simple past tense for your short story. Some examples of simple past verbs are:

- Verbs that end in 'ed'.

Examples: looked, lifted, tried, waited, helped

- Irregular verbs.

Examples: became, were, could, made, began, saw, knew, thought

### Practice

#### Activity 1

Change the following verbs to the simple past tense.

1. want
2. go
3. like
4. fall
5. play
6. think
7. walk
8. move

#### Activity 2

Use the five steps from the overview to plan your story. Think about the story you are writing. What will happen? Create a few ideas for each step.

<b>Lesson Title: Creative Writing (Continuation)</b>	<b>Theme: Writing</b>
<b>Practice Activity: PHL-07-045</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Write short stories.
2. Make use of the simple past tense.

### Overview

**Creative writing** is writing that comes from the writer's imagination. It should be interesting and original. The following are five steps to help you plan and write a short story in the simple past tense:

1. Describe the situation at the beginning.
2. Explain how or why a change came about.
3. Describe the new situation.
4. Explain what the character discovered.
5. Include the moral of the story.

When you are planning steps one, two and three, it is important to think about something that happens to your character. This could be an event that makes things change. Example: In the beginning, the old man could not read because he did not go to school. Then a change happened. His granddaughter taught him how to read. The new situation is that she brought books home from school and they studied together.

In step four, explain what the character has discovered because of the change.

Example: The grandfather discovered that you should always try new things, no matter what your age.

In step five, include the **moral** of the story. Usually, the moral is very similar or related to what happened in step four.

Example: You are never too old to learn something new.

## Practice

### Activity 1

There are many irregular simple past tense verbs. Fill in the numbered boxes in the table below with the missing verbs.

Infinitive	Past simple	Infinitive	Past simple	Infinitive	Past simple
Be	was/were	beat	Beat	become	became
Spring	sprang	eat	Ate	come	5.
Ring	1.	break	Broke	sweep	6.
forgive	forgave	fall	3.	set	set
Bring	brought	spend	Spent	sell	sold
Have	had	stick	Stuck	speak	7.
Know	2.	tell	4.	take	took
Begin	began	understand	understood	wear	wore
Buy	bought	win	Won	write	8.

### Activity 2

Read the story that you completed in class. If you have not completed the story in class, complete it now. Make sure that your story has the following:

1. An appropriate title.
2. Proper spelling and grammar.

Have a friend or relative read your story. Ask for their feedback. Then revise your story based on this feedback, trying to make it even better.



<b>Lesson Title: The Present Continuous Tense</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-046</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Define the present continuous tense.
2. Construct sentences in the present continuous tense.

### Overview

The **present continuous tense** is used to talk about what is happening now. We use it to talk about actions that are in progress.

The first part of the present continuous tense is always the verb 'to be': I am, you are, he/she/it is, we are, they are. The second part is the main verb + 'ing'.

Examples:

- I am **teaching the** lesson.
- They **are studying** Maths.
- It **is eating** grass

For most verbs ending in 'e', we drop the 'e' and add 'ing'.

Examples:

- You are dancing to my favourite song.
- He is writing a letter.

For verbs ending in 'ie', we change 'ie' to 'y' and add 'ing'.

Examples:

- We are trying on blue shirts.
- She is tying a ribbon in my hair.

For verbs ending in consonant-vowel-consonant, we double the final consonant.

Examples:

- He is sitting on a chair.
- They are cutting flowers.

There are words and expressions that we use to help show that something is happening now. We call these **time expressions**. We often use the present continuous with the following time expressions: 'now', 'at the moment', 'in this lesson', 'this week', 'this year'.

## **Practice**

### **Activity 1**

Write the following verbs in the present continuous tense.

1. leave
2. smile
3. stay
4. go
5. hit
6. swim
7. make

### **Activity 2**

Change the following sentences to the present continuous tense.

1. I dream about the weekend.
2. I give her my shoes.
3. She looks at the fruit.
4. They watch the news.
5. We sell the tomatoes.
6. The bird hops away.

### **Activity 3**

Use the following time expressions in a sentence with the present continuous tense.

1. now
2. at the moment
3. this year
4. currently

<b>Lesson Title: The Present Continuous Tense (Continuation)</b>	<b>Theme: Grammar</b>
<b>Practice Activity: PHL-07-047</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Develop your knowledge of the present continuous tense.
2. Identify the present continuous tense in sentences.

### Overview

Remember, the **present continuous tense** is used when talking about what is happening now. It is used to talk about actions that are in progress.

The first part of the present continuous is always the helping verb 'to be': I am, you are, he/she/it is, we are, they are. The second part is the main verb + 'ing'.

To make a sentence negative, we add 'not' between the helping verb 'to be' and the main verb. To make a question, we change the order of the verb 'to be' and the subject.

The table below gives examples of the different types of sentences in the present continuous tense.

<b>Positive sentence</b>	They are studying science now.	subject + verb 'be' + 'ing'
<b>Negative sentence</b>	They are not studying science now.	subject + verb 'be' + 'not' + 'ing'
<b>Question</b>	Are they studying science now?	verb 'be' + subject + 'ing'

### Practice

#### Activity 1

Complete the following sentences using the present continuous tense of the verb in brackets.

1. Jedah (to sit) \_\_\_\_\_ in the garden.
2. My friends and I (to go) \_\_\_\_\_ to the library.
3. Father (to walk) \_\_\_\_\_ to the store.
4. We (to cook) \_\_\_\_\_ lunch for the family.
5. They (to keep) \_\_\_\_\_ score for the football match.

## Activity 2

Complete the sentences using the question form of the verb in brackets in the present continuous tense.

1. \_\_\_\_\_ she (to go) \_\_\_\_\_ to mosque tomorrow?
2. \_\_\_\_\_ the doctor and her patient (to talk) \_\_\_\_\_?
3. \_\_\_\_\_ we (to study) \_\_\_\_\_ after school at my house?
4. \_\_\_\_\_ my brother (to drink) \_\_\_\_\_ tea with his friends?
5. \_\_\_\_\_ the baby (to sleep) \_\_\_\_\_ already?

## Activity 3

Complete the sentences using the negative form of the verb in brackets in the present continuous tense.

1. It (rain) \_\_\_\_\_ today.
2. She (enjoy) \_\_\_\_\_ her homework very much.
3. My friends (play) \_\_\_\_\_ netball right now.
4. My father says we (watch) \_\_\_\_\_ television tonight.
5. We (text) \_\_\_\_\_ on our phones.

<b>Lesson Title: Informal Letters</b>	<b>Theme: Writing</b>
<b>Practice Activity: PHL-07-048</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Define informal letters.
2. Outline the features of informal letters.

### Overview

An **informal letter** is a letter to a friend or family member or someone you know well. Informal letters are like talking to friends. Your friend cannot ask you questions. So, you have to give lots of information.

In the upper right-hand corner of the letter you write your address. Below the address, you write the date you are writing the letter. Write the date, the month with a capital letter and the year.

The **salutation** is a way of saying ‘hello’ to your friend. When we write a letter, we usually start with ‘Dear’ and the name of the person we are writing to.

The main part of a letter is the **body** of the letter. We begin the first sentence on the next line after the salutation. Try to organise the body into paragraphs. Start a new paragraph when you have a new idea or topic in your letter.

The **closing** is a way of saying ‘goodbye’ in your letter. You can use a variety of different closings. This goes above where you sign your name.

Look at the example outline below:

(Address)

(Date)

(salutation) Dear \_\_\_\_,

(Body)

- Ask about your friend (e.g. I hope you are well.)
- Say why you are writing (e.g. I haven’t heard from you for a long time.)
- Tell your friend your news (this is usually the longest part of the letter)
- End the letter (e.g. I have to go and do my homework now. Take care. Write soon.)

(Closing) e.g. With best wishes,/ Regards,/ With love,  
(Your name)

## **Practice**

### **Activity 1**

Read the following sample letter. Identify the mistakes in the letter.

5 Red Bow Way

Makeni

Sierra Leone

March 4<sup>th</sup> 2017

Dear,

I haven't heard from you in a while, so I decided to write. I have been well. I am enjoying my new baby sister. She is getting big so quickly. It is fun to watch her learn how to crawl.

I am finishing up JSS 7 and am excited to go to the next year. My favourite subjects are English and maths. My least favourite is history. I am still playing football every day after school. Are you still playing as well?

I have to go and help my mom with dinner now. I hope to hear from you soon!

Dennis

### **Activity 2**

Begin writing a letter to a friend. Start with the address, date and salutation. Ask about your friend and say why you are writing.

<b>Lesson Title: Informal Letters (Continuation)</b>	<b>Theme: Writing</b>
<b>Practice Activity: PHL-07-049</b>	<b>Class: JSS 1</b>



### **Learning Outcome**

By the end of the lesson, you will be able to develop an informal letter.

### **Overview**

An **informal letter** is a letter to a friend, family member or someone you know well. Informal letters are like a conversation. You should give lots of information and ask the person you are writing to questions for them to answer.

An informal letter should include the following:

- address
- date
- salutation/greeting
- body – including introduction and conclusion
- closing
- name

The longest part of the letter is the body. This is where you share your news. You know who you are writing to. This helps you in two ways. First, it helps you choose what to write about. Think about the following: What will your friend want to know or be interested in? What do they already know about? What don't they know? What do you need to explain?

Secondly, it helps you to organise your ideas. What is the most important news you have? What does your friend need to know? What will your friend be most interested in?

When you end your letter, you end it in a similar way you would end a conversation with a friend.

Examples:

- I have to go now. It's time for dinner.
- I hope to see you soon.
- Say hello to (name).
- Take care.

### **Practice**

#### **Activity 1**

Use the outline below to plan a letter to a friend or family member.

	<i>Address</i>
	<i>Date</i>
<i>[salutation] Dear _____,</i>	
<i>Body</i>	
<ul style="list-style-type: none"><li>• Ask about your friend (e.g. I hope you are well).</li><li>• Say why you are writing (e.g. I haven't heard from you for a long time).</li><li>• Tell your friend your news (this is usually the longest part of the letter).</li><li>• End the letter (e.g. I have to go and do my homework now. Take care. Write soon).</li></ul>	
<i>Closing (e.g. With best wishes, Regards, With love,)</i>	
<i>Your name</i>	

## Activity 2

Use the completed outline to help you write a letter to a friend or family member. When you have finished your letter, check it to make sure you have included all of the features of an informal letter. Also check your spelling and grammar for any mistakes you might have made.



<b>Lesson Title: Descriptive Prose</b>	<b>Theme: Reading</b>
<b>Practice Activity: PHL-07-050</b>	<b>Class: JSS 1</b>



### Learning Outcomes

By the end of the lesson, you will be able to:

1. Read purposefully and with understanding.
2. Describe the character in the prose text.

## Overview

**Descriptive prose** is writing that describes things very well. Descriptive prose can talk a lot about the setting or the characters. When you read descriptive prose, it should paint a picture in your mind so that you can imagine what is happening in the text.

A famous writer of descriptive prose is Mark Twain. He was an American writer who died in 1910. Two of his most famous characters were Huckleberry Finn and Tom Sawyer. Huckleberry Finn and Tom Sawyer were two young boys. They lived in a small town on the Mississippi River. The books are fiction. The two boys only existed in Mark Twain's imagination, but Mark Twain describes their lives so well that people think of them as real.

## Practice

### Activity 1

Read the following text aloud.

#### Huckleberry Finn

Huckleberry Finn was the son of the town drunk. Huckleberry was hated and feared by all the mothers of the town because he was lazy, disobedient and bad and because all their children admired him, wanted to play with him and wished they could live like he did. Tom Sawyer was like the rest of the boys. He wanted Huckleberry's freedom and was told not to play with him. So, he played with him every time he got a chance.

Huckleberry was always dressed in very old clothes. Huckleberry did what he wanted. He slept on doorsteps in good weather and in empty sheds when the weather was bad. He did not go to school or to church. He could go fishing or swimming when and where he chose and stay as long as he wanted. Nobody told him not to fight. He could stay up as late as he pleased. He went barefoot all summer. He never had to wash, nor put on clean clothes. He could do anything he wanted. And all the other boys were jealous.

## **Activity 2**

Answer the following comprehension questions about the text in full sentences.

1. Who was Huckleberry Finn's father?
2. Why did the town mothers hate and fear Huckleberry Finn?
3. What was Tom Sawyer told?
4. Where did Huckleberry Finn sleep?
5. Why were all the other boys jealous?
6. Would you have been jealous of Huckleberry Finn as well? Explain your answer.

## **Activity 3**

Write 3–5 sentences about a time you felt jealous of someone else. Why did you feel that way?

## Answer Key – JSS1 Term 1

<b>Lesson Title: Oral Narrative (Introducing Myself)</b>
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<b>Practice Activity: PHL-07-001</b>
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Example answers:

### Activity 1

My name is Hajah Abu. I am 12 years old. I am a JSS 1 pupil. I come from Kenema. I have two brothers and two sisters. My favourite game is football.

### Activity 2

My brother's name is Tamba. He is 15 years old. He likes to play netball and draughts. He likes to eat groundnut soup.

<b>Lesson Title: The Four Language Arts</b>
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<b>Practice Activity: PHL-07-002</b>
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### Activity 1

1. Reading, writing
2. Grammar
3. Writing, reading
4. Listening and speaking
5. Listening and speaking

### Activity 2

1. The mother sells fruit
2. Writing
3. Listening and speaking
4. Reading, listening and speaking

<b>Lesson Title: Fluent Reading Exercises</b>
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<b>Practice Activity: PHL-07-003</b>
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### Activity 2

1. The Chief's face turned red.
2. No.
3. very or Chief
4. You should pause at a comma or full stop.
5. It is important so that listeners will be interested and pay attention.

### Activity 3

Example answer:

The **Chief** thought the people would **only** respect him if they were **afraid**. At **home**, he **never** got angry or **yelled**. That is why his **wife** was **not afraid** of him. His wife asked him to **try** to be **nice** instead. He was **surprised** that it **worked!** **Everybody** respected him **more**.

<b>Lesson Title:</b> The Eight Parts of Speech
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<b>Practice Activity:</b> PHL-07-004
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### Activity 1

Example answers:

- Noun: dog, sun
- Pronoun: we, she
- Adjective: tall, eight
- Verb: jump, speak
- Adverb: happily, quickly
- Preposition: from, to
- Conjunction: and, or
- Interjection: bravo, oh no

### Activity 2

1. preposition
2. adverb
3. verb
4. noun
5. pronoun
6. adjective
7. interjection
8. conjunction

### Activity 3

1. Wow (interjection)! Maria (noun) ran (verb) quickly (adverb).
2. He (pronoun) ate (verb) some (adjective) beans (noun).
3. Soft (adjective) bunnies (noun) have (verb) nice (adjective) fur (noun).

<b>Lesson Title:</b> Nouns
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<b>Practice Activity:</b> PHL-07-005
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### Activity 1

1. bananas
2. Mateneh, dress
3. Sallay, Abu, school
4. tree, book
5. doctor, ear

**Activity 2**

1. store
2. tyre
3. mother
4. clouds
5. school
6. Sallay

**Activity 3**

Answers will vary. Example answers: mother, mosquito net, table, light, dishes, bed, father

<b>Lesson Title:</b> Reading Comprehension
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<b>Practice Activity:</b> PHL-07-006
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**Activity 2**

1. We do not know.
2. Two small bottles of water and some biscuits.
3. They did not talk. They lay in their place in the boat and stared at the horizon.
4. Three days.

**Activity 3**

1. b.
2. a.
3. b.
4. c

<b>Lesson Title:</b> Reading Comprehension (From a Selected Passage)
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<b>Practice Activity:</b> PHL-07-007
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**Activity 2**

1. The sailor attacked Helmar with his two hands.
2. 'Attack' means to try to hurt someone or something.
3. Helmar and the sailor fell into the sea.
4. 'Sank' means to go under the water.
5. The sailor stumbled and clutched Helmar.
6. 'Stumble' means to trip or nearly fall when walking.
7. 'Clutch' means to hold something very tightly.

**Activity 3**

Example sentences:

1. The dog attacked the chicken.
2. He stumbled while walking to school.
3. I clutched my purse.
4. We watched as the stone sank in the river.
5. She laughed at my joke.

**Lesson Title:** Reading Comprehension (From a Selected Passage)

**Practice Activity:** PHL-07-008

Example answers:

**Activity 2**

1. The story-teller jumped off the ship.
2. It is a factual question.
3. Wild animals were on the ship with the captain.
4. He locked the door 'for fear of accidents'.
5. The mad scientist's name is Dr Moreau.

**Activity 3**

1. bundle
2. deserted
3. lock
4. guest
5. Yard

**Lesson Title:** Common and Proper Nouns

**Practice Activity:** PHL-07-009

**Activity 1**

Proper Nouns	Common Nouns
Pacific Ocean	grass
Binkolo Secondary School	ocean
December	dog
Joseph	mother

Example answers:

**Activity 2**

1. Friday – proper noun; store, bread, milk – common nouns
2. East Africa – proper noun; school – common noun
3. Tembo – proper noun; book, elephant – common nouns
4. Fudia, Freetown, Atlantic Ocean – proper nouns
5. Mao River – proper noun; fishermen – common noun

**Activity 3**

1. I left the country for the first time when I went to Liberia.
2. Mrs Deen made me stay after school.
3. Mount Kilimanjaro is the tallest mountain in Africa.
4. My best friend Kai walks to school with me.
5. My sister attends Bishop Secondary School.

<b>Lesson Title:</b> Sentence Building
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<b>Practice Activity:</b> PHL-07-010
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Example answers:

**Activity 1**

1. played
2. quickly
3. to
4. wow
5. Turtle Island, trip
6. They
7. beautiful
8. but

**Activity 2**

Example sentences:

1. Hassan (noun) ran (verb) quickly (adverb) to (preposition) school (noun).
2. She (pronoun) has (verb) a (adjective) big (adjective), blue (adjective) ball (noun).
3. I (pronoun) shared (verb) some (adjective) fruit (noun).

<b>Lesson Title:</b> Meaning of Prose
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<b>Practice Activity:</b> PHL-07-011
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Example answers:

**Activity 2**

1. riding
2. moor
3. He is riding a horse because that is how highwaymen travelled.
4. It means he could see it because moonlight allows us to see at night.

**Activity 3**

1. Poetry
2. Prose
3. Prose
4. Poetry
5. Prose

<b>Lesson Title:</b> Nouns: Abstract Nouns
<b>Practice Activity:</b> PHL-07-012

**Activity 1**

Concrete Nouns	Abstract Nouns
<ul style="list-style-type: none"> <li>• milk</li> <li>• paper</li> <li>• trousers</li> <li>• traffic light</li> </ul>	<ul style="list-style-type: none"> <li>• laughter</li> <li>• trust</li> <li>• warmth</li> <li>• happiness</li> </ul>

**Example answers**

**Activity 2**

1. fear – abstract, room – concrete
2. shoes – concrete
3. butterfly – concrete
4. truth – abstract
5. friendship – abstract

**Activity 3**

Example sentences:

1. I love the **beauty** of the ocean.
2. I felt **anger** that I was not picked for the team.
3. Many people share the same **faith**.

<b>Lesson Title:</b> Writing Compositions: Paragraphs
<b>Practice Activity:</b> PHL-07-013

**Activity 1**

Example outline:

Topic:	<b>Chocolate</b>
Related ideas:	special treat creamy and sweet I save money to buy it

**Activity 2**

Example paragraph:

I love chocolate. It is a special treat that I have sometimes. I think it tastes creamy and sweet. I save my money to buy it from the store.



<b>Lesson Title:</b> Composition
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<b>Practice Activity:</b> PHL-07-014
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### Activity 1

Example sentences:

1. When I walk to school, I like to race my friend.
2. Before bed, I brush my teeth and say my prayers.
3. After school, I like to walk home slowly and talk to my friends.
4. When my homework is done, I can play outside.
5. The best thing about school is learning new things.

### Activity 2

Example paragraph:

At the weekend, I like to play with my friends. We race down the street. We climb tall trees and we play football. When we are tired, we rest and have tea.

<b>Lesson Title:</b> Nouns: Collective Nouns
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<b>Practice Activity:</b> PHL-07-015
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Example answers:

### Activity 1

Noun	Collective Noun
<ul style="list-style-type: none"><li>• books</li></ul>	<ul style="list-style-type: none"><li>• library</li></ul>
<ul style="list-style-type: none"><li>• sheep</li></ul>	<ul style="list-style-type: none"><li>• herd</li></ul>
<ul style="list-style-type: none"><li>• spectators</li></ul>	<ul style="list-style-type: none"><li>• crowd</li></ul>
<ul style="list-style-type: none"><li>• birds</li></ul>	<ul style="list-style-type: none"><li>• flock</li></ul>
<ul style="list-style-type: none"><li>• pupils</li></ul>	<ul style="list-style-type: none"><li>• class</li></ul>

### Activity 2

1. group
2. bunch
3. flight
4. pile
5. herd

### Activity 3

Example sentences:

1. A **choir** sang at the end of the school performance.
2. The **government** called an election.
3. The **school** of fish swam up the river.

<b>Lesson Title:</b> Types of Prose
<b>Practice Activity:</b> PHL-07-016

**Activity 2**

1. The descriptive text uses more interesting descriptions to create a picture in the reader’s mind.
2. The explanatory text was giving information about the planet Earth becoming hotter.
3. No, this is an example of descriptive text. The author is actually talking about the clouds.
4. Narrative text is usually in the simple past tense.

**Activity 3**

1. Explanatory text    2. Descriptive text    3. Narrative text

<b>Lesson Title:</b> Narrative Prose
<b>Practice Activity:</b> PHL-07-017

**Activity 1**

1. fiction
2. fiction/non-fiction
3. non-fiction
4. non-fiction
5. fiction

**Activity 2**

Example paragraph:

This morning I woke at 6am. I drank tea and ate breakfast quickly. After that, I bathed myself and put on my uniform. Then my sister and I ran to school so we would not be late.

<b>Lesson Title:</b> Singular and Plural Nouns
<b>Practice Activity:</b> PHL-07-018

Example answers

**Activity 1**

<b>Singular Nouns</b>	<b>Plural Nouns</b>
cup	witches
animal	kisses
fence	rings
rock	dresses
boy	baskets

<b>Lesson Title:</b> Singular and Plural Nouns
--

**Practice Activity: PHL-07-019**

**Activity 1**

Singular	Plural
life	lives
day	days
city	cities
boy	boys
baby	babies
knife	knives
wolf	wolves

**Activity 2**

1. The **ponies** and **turkeys** were at the farm.
2. The **butterflies** flew out of the **boxes**.
3. The **calves** did not want to leave.
4. The **monkeys** played in the **trees**.
5. The **loaves** of bread sit on the table.

**Activity 3**

Example sentences:

1. The **wives** held a meeting.
  2. The **thieves** ran off with the bread.
- The **cries** of the baby made me sad.

**Lesson Title:** Pronunciation

**Practice Activity:** PHL-07-020

**Activity 2**

Short vowel sound	Long vowel sound	Two short vowel sounds
pop	paper	great
cap	bake	hear
sad	pray	weigh
him	pain	ear

**Lesson Title:** Types of Drama (Tragedy and Comedy)

**Practice Activity:** PHL-07-021

**Activity 2**

1. Romeo and Juliet got married in secret because their families did not like each other.
2. Tybalt kills Romeo's best friend.

3. Friar Laurence gives her the drug so she can pretend she is dead and not have to marry the rich nobleman.
4. 42 hours.
5. Romeo drinks poison because he thinks Juliet is dead and he does not want to live without her.
6. Juliet wakes up and sees Romeo dead. She takes his knife and kills herself.
7. It is called a tragedy because it has a sad ending.

### Activity 3

Example ending:

Romeo kisses Juliet goodbye and is about to take the poison. Friar Laurence comes in to the room and shouts, 'Stop!' Romeo looks up with the poison in his hand. The friar runs to Romeo and whispers that Juliet is not dead, that it is all a trick. Romeo hugs Friar Laurence because he is so happy. He throws the poison away and waits for Juliet to awake. When she does he kisses her. They live happily ever after.

<b>Lesson Title:</b> Characterisation
<b>Practice Activity:</b> PHL-07-022

### Activity 2

1. It is a comedy because it has a happy ending.
  2. They were fighting because they had bought the same fabric to make their dresses.
  3. Asuma thought it would be embarrassing to go to the wedding looking like twins.
  4. Asuma and Ejatu cried when they realised their fabric had been stolen.
  5. The bride is Fatu. She steals the fabric and then gives it back.
  6. She taught them to be thankful for what they have.
- Fatu is the heroine because she was clever and able to solve the problem.

<b>Lesson Title:</b> Pronouns
<b>Practice Activity:</b> PHL-07-023

### Activity 1

1. noun – Alamy; pronoun – he
2. noun – Juana; pronouns – I, we
3. nouns – Kabaa, Mayeh; pronoun – they
4. noun – Sannoh; pronoun – she
5. noun – bird; pronoun – it

### Activity 2

1. she
2. it
3. he
4. they

5. they

**Activity 3**

1. you
2. they
3. it
4. they
5. we

<b>Lesson Title:</b> Pronouns (Continuation)
<b>Practice Activity:</b> PHL-07-024

**Activity 1**

1. he
2. they
3. it
4. she
5. we

**Activity 2**

Example sentences:

1. I go to sleep early on weekdays.
2. Do you want to play football?
3. James does not know what he wants.
4. She was so hungry that she ate six bananas.
5. Mother can't find the necklace, **it** is lost.
6. We are going to dinner.
7. They went ahead to fetch the taxi.

<b>Lesson Title:</b> Creative Writing
<b>Practice Activity:</b> PHL-07-025

**Activity 1**

1. White sheep are a metaphor for clouds.
2. Blue hill is a metaphor for the sky.
3. 'You all stand still' is personification. Clouds cannot stand still.
4. 'You walk away slow' is personification. Clouds cannot walk away.

**Activity 2**

1. personification
2. metaphor
3. metaphor
4. personification
5. personification

**Activity 3**

Example answers:

1. She was so embarrassed that her cheeks turned hot and red.
2. The mother's job is so terrible that it is like a bad dream.
3. The wind made the trees move in a way that made them look like they were dancing.
4. The smell of food made me want to go to the kitchen very much.

<b>Lesson Title:</b> Reading the First Chapter of the Prose Text
<b>Practice Activity:</b> PHL-07-026

**Activity 2**

1. If he won any money, he gave it away.
2. He was not married and he had no children.
3. He ate both meals at his club.
4. It indicated the hours, the minutes, the seconds, the day, the month and the year.
5. Answers will vary. Example: No, he seems like he is too strict.

**Activity 3**

**Example sentences:**

1. My grandfather was always very generous with his money.
2. I told my friends I did not want to go to the mysterious old house.
3. The servant helps keep the house in order.

<b>Lesson Title:</b> Reviewing the Previous Chapter of the Prose Text
<b>Practice Activity:</b> PHL-07-027

**Activity 2**

1. His hair was curly.
2. He had worked at ten houses in London.
3. His lunch consisted of fish, meat, pie and cheese.
4. Each had a number that indicated the day, month and hour that Mr Fogg would wear it.
5. Example answer: Machines are orderly, run on time and don't usually make mistakes.

**Activity 3**

Example summary:

Passepartout found his list of duties. They had exact times for all his duties. He would work a very long day. He looked around the house. In Mr Fogg's bedroom, he found that all his clothes had the times and dates he would wear them. Passepartout liked this very much.

At the same time, Mr Fogg was at his club, eating lunch. Then he went to the reading room and read the paper until dinnertime.

<b>Lesson Title:</b> Verbs
<b>Practice Activity:</b> PHL-07-028

**Activity 1**

1. rush
2. did, want, wait
3. washes
4. bounces
5. told, go

### **Activity 2**

Example sentences:

1. I ride the bus to church.
2. I like to sleep late on Saturday.
3. I can smell my mother cooking in the kitchen.
4. We could hear the birds in the trees.
5. Will you make me some tea?

### **Activity 3**

1. look
2. grow
3. fly
4. move
5. ask

<b>Lesson Title:</b> Verb Tenses
<b>Practice Activity:</b> PHL-07-029

### **Activity 1**

1. simple past tense
2. future tense
3. simple past tense
4. present tense
5. future tense

### **Activity 2**

Example sentences:

1. Ebu washed all of the windows.
2. My father opened the car door.
3. My little sister followed me to school.
4. I knocked on the door loudly.
5. My brother helped me with the chores.

### **Activity 3**

Example sentences:

1. I will be washing the clothes tomorrow.
2. I am going to open the store at 9.00.
3. The dog will follow you everywhere.
4. I will knock three times so you know it is me.

5. Mary is going to help you with your studies.

<b>Lesson Title:</b> The Simple Present Tense
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<b>Practice Activity:</b> PHL-07-030
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**Activity 1**

1. runs
2. sit
3. eat
4. studies
5. rolls
6. gardens

**Activity 2**

1. She does not run home after school every day.
2. I do not sit in the front row.
3. They do not eat in the cafeteria.
4. Ibrahim does not study alone.
5. The ball does not roll when I kick it.
6. My father doesn't garden in the afternoon.

**Activity 3**

Example sentences:

1. My brother studies every day.
2. Suzan does not have to wash the dishes.
3. The car goes fast.
4. My father has to go to work early every day.
5. Yvette does not stay in Bo.
6. He does not read yet.

<b>Lesson Title:</b> The Simple Past Tense
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<b>Practice Activity:</b> PHL-07-031
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**Activity 1**

1. helped
2. left
3. saw
4. practised
5. was
6. ran
7. kissed
8. seemed
9. met
10. had

**Activity 2**



Example:

Last weekend I went to church with my family. We sang many songs. Then we had a big lunch with my grandparents. After lunch I played soccer with my cousins.

<b>Lesson Title:</b> The Simple Past Tense (Continuation)
<b>Practice Activity:</b> PHL-07-032

### Activity 1

1. went; last Christmas
2. played; three months ago
3. graduated; five years ago
4. saw; last week
5. passed; last term

### Activity 2

Example sentences:

1. She went to visit her family in the north two weeks ago.
2. I completed all my chores this morning.
3. Last night I went to bed too late.
4. My brother had malaria two months ago.
5. We wore our best dresses to the party last night.

### Activity 3

Example sentences:

1. Last month I went to my sister's wedding.
2. My brother learned how to ride a bike last year.
3. My mother and father married in 1985.

<b>Lesson Title:</b> Pronunciation
<b>Practice Activity:</b> PHL-07-033

### Activity 2

Example words:

<b>b</b>	book	<b>k</b>	kick	<b>s</b>	snake
<b>c</b>	cat	<b>l</b>	line	<b>t</b>	ten
<b>d</b>	duck	<b>m</b>	mother	<b>v</b>	van
<b>f</b>	fat	<b>n</b>	now	<b>w</b>	went
<b>g</b>	girl	<b>p</b>	park	<b>x</b>	fox
<b>h</b>	hot	<b>q</b>	quiet	<b>y</b>	year
<b>j</b>	joke	<b>r</b>	run	<b>z</b>	zoo

<b>Lesson Title:</b> Literary Terms
<b>Practice Activity:</b> PHL-07-034

**Activity 1**

1. simile
2. metaphor
3. personification
4. personification
5. simile
6. personification
7. metaphor

**Activity 2**

1. c
2. d
3. a
4. e
5. b

<b>Lesson Title:</b> Chapters 2 and 3 of Prose Text
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<b>Practice Activity:</b> PHL-07-035
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**Activity 2**

1. They were talking about a bank robbery.
2. Because of technology like railways and steamships, you could travel to far away places more easily than before. This makes the world seem smaller.
3. The whole journey will take 80 days.
4. It leaves at 8.45 in the evening.

**Activity 3**

Example sentences:

1. A robbery took place at the corner store.
2. The police have not been able to find the thief.
3. We decided to hide our money under the bed when we left the house.
4. The timetable at the bus station says we leave at noon.
5. My mother and I usually agree on what to make for dinner.
6. I study hard because I do not want to fail my exams.

<b>Lesson Title:</b> Punctuation Marks
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<b>Practice Activity:</b> PHL-07-036
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**Activity 1**

1. Full stop. It goes at the end of the sentence to show it is finished.
2. Question mark. It goes at the end of a sentence that asks a question.
3. Comma. It does not go at the end of sentences. It is used to show a short pause between two words.

**Activity 2**

1. I sent my aunt a letter at the post office.
2. We need to leave in five minutes.
3. What do you want to do with your old dress?
4. How are you today?
5. The Mao River is the longest river in Sierra Leone.

**Activity 3**

1. The sweetest fruits are bananas, mangoes and papayas.
2. I packed my socks, pants, shirts and shoes in my luggage.
3. My aunt, my sister and my mother all went to church.
4. Sarah stopped at the store to get a notebook, some beans, three oranges and a bottle of water.
5. My favourite classes in school are English, Maths and Science.

<b>Lesson Title:</b> Punctuation Marks (Continuation)
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<b>Practice Activity:</b> PHL-07-037
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**Answer Key**

**Activity 1**

1. Inverted commas or quotation marks: These are used to show that someone is speaking.
2. Apostrophe: This is used to show possession or to put two words together.
3. Exclamation mark: This is used to show strong emotion.

**Activity 2**

1. 'Help!' shouted Mari.
2. That is my brother's shirt.
3. She's coming to dinner with my father.
- 4.
5. 'Oh my!' exclaimed Hajah when her friend scared her.
6. 'We won't be joining you tonight,' my mother said sadly.

**Activity 3**

Yesterday, I was walking with my brother to school. He said, 'I want to watch football after class. Will you go with me?' I smiled at my brother and said, 'Of course!'

<b>Lesson Title:</b> Narrative Prose (Continuation)
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<b>Practice Activity:</b> PHL-07-038
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**Activity 2**

1. He left at 7.25.
2. The first place they are going to is Dover.
3. They will buy their clothes on the way.
4. They arrived at the station at 8.20.

5. This is personification because a whistle cannot scream. The author means that the whistle was loud and high-pitched.

**Activity 3**

Example summary:

Mr Fogg went home to tell Passepartout about the trip and to pack. Passepartout was not happy to learn that he would go as well. They did not pack much, but they did pack a lot of money. They drove to the station and set off for Dover.

<b>Lesson Title:</b> Poems
<b>Practice Activity:</b> PHL-07-039

**Activity 2**

- a. 6
- b. 3
- c. 9
- d. 5
- e. 2
- f. 8
- g. 10
- h. 1
- i. 4
- j. 7

**Activity 3**

- 1. four
- 2. stare
- 3. hard
- 4. road
- 5. find
- 6. clash
- 7. old
- 8. red

<b>Lesson Title:</b> Poems (Continuation)
<b>Practice Activity:</b> PHL-07-040

**Activity 2**

- 1. simile
- 2. metaphor
- 3. personification
- 4. simile
- 5. metaphor
- 6. personification

**Activity 3**

Example sentences:

1. The toy boat floated in the lake.
2. The vale had many wildflowers growing in it.
3. I picked the daffodil for my mother.
4. The bird fluttered its little wings.

A soft breeze moved my hair.

<b>Lesson Title:</b> Countable and Uncountable Nouns
<b>Practice Activity:</b> PHL-07-041

### Activity 1

Countable nouns	Uncountable nouns	Both
tomato	milk	coffee
mango	water	hair
orange	flour	

### Activity 2

1. some
2. a
3. a
4. some
5. some
6. a

### Activity 3

1. cats
2. tea
3. trees
4. money
5. girls

<b>Lesson Title:</b> Countable and Uncountable Nouns (Continuation)
<b>Practice Activity:</b> PHL-07-042

### Activity 1

1. food – uncountable
2. beans – both
3. bananas – countable
4. animals – countable
5. bread – uncountable
6. loaves of bread – countable

7. music – uncountable
8. songs – countable

### Activity 2

Example sentences:

1. My brother has many **shirts**. (countable)
2. Please hand me four **tomatoes**. (countable)
3. May I have a few **plates**? (countable)
4. Dara needs a **book**. (countable)
5. My father gave me some **money**. (uncountable)
6. Will you give me a little **sugar**? (uncountable)

<b>Lesson Title:</b> Prose
<b>Practice Activity:</b> PHL-07-043

### Activity 2

1. He had grey feathers.
2. The peacock thought he deserved more beautiful feathers with brighter colours.
3. The goddess was named Juno.
4. Juno thought the peacock was proud and stupid.
5. They looked like a hundred eyes.
6. The peacock was jealous of the eagle flying in the sky.
7. He could not fly because his wings were so heavy.

### Activity 3

Example answer:

The moral of the story is that beauty is not the most important thing. We should be happy with what we have. If we are not happy with what we have then we will always be jealous of what someone else has.

<b>Lesson Title:</b> Creative Writing
<b>Practice Activity:</b> PHL-07-044

### Activity 1

1. wanted
2. went
3. liked
4. fell
5. played
6. thought
7. walked
8. moved

### Activity 2

Example outline:

1. There was a very small mouse who did not want to complete his chores.
2. When it was his best friend's birthday, he could not find the gift for his friend because his room was such a mess. His friend was disappointed.
3. The little mouse spent all day cleaning and finally found his friend's gift.
4. The mouse discovered that there is a reason why you should do chores. They are not just something his parents made him do for no reason.
5. When a home is organised and clean, it makes room for more fun and happiness.

<b>Lesson Title:</b> Creative Writing (Continuation)
<b>Practice Activity:</b> PHL-07-045

### Activity 1

1. rang
2. knew
3. fell
4. told
5. came
6. swept
7. spoke
8. wrote

<b>Lesson Title:</b> The Present Continuous Tense
<b>Practice Activity:</b> PHL-07-046

### Activity 1

1. leaving
2. smiling
3. staying
4. going
5. hitting
6. swimming
7. making

### Activity 2

1. I am dreaming about the weekend.
2. I am giving her my shoes.
3. She is looking at the fruit.
4. They are watching the news.
5. We are selling the tomatoes.
6. The bird is hopping away.

### Activity 3

Example sentences:

1. We are leaving for the store now.
2. At the moment, Alfred and I are swimming in the river.
3. I am hoping to be first in my class this year.
4. Currently, my sister is helping my mother with dinner.

<b>Lesson Title:</b> The Present Continuous Tense (Continuation)
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<b>Practice Activity:</b> PHL-07-047
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### Activity 1

1. Jedah is sitting in the garden.
2. My friends and I are going to the library.
3. Father is walking to the store.
4. We are cooking lunch for the family.
5. They are keeping score for the football match.

### Activity 2

1. Is she going to mosque tomorrow?
2. Are the doctor and her patient talking?
3. Are we studying after school at my house?
4. Is my brother drinking tea with his friends?
5. Is the baby sleeping already?

### Activity 3

1. It is not raining today.
2. She is not enjoying her homework very much.
3. My friends are not playing netball right now.
4. My father says we are not watching television tonight.
5. We are not texting on our phones.

<b>Lesson Title:</b> Informal Letters
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<b>Practice Activity:</b> PHL-07-048
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### Activity 1

Mistakes:

1. The address should be on the right-hand side.
2. The date should read: 4<sup>th</sup> March 2017
3. The name of the friend should be written after 'Dear'.
4. The writer did not ask about their friend.
5. There is no closing.

### Activity 2

Example beginning of a letter:

5 Red Bow Way  
Makeni  
Sierra Leone.



4<sup>th</sup> March 2017.

Dear Femi,

I hope this letter finds you well! I haven't heard from you in a while, so I decided to write. I really miss you.

**Lesson Title:** Informal Letters (Continuation)

**Practice Activity:** PHL-07-049

### Activity 1

Example outline:

	134 Queen Elizabeth Way Freetown 18 <sup>th</sup> January, 2017.
<i>[salutation]</i> Dear Sera,	
<i>Body</i>	
<ul style="list-style-type: none"><li>• Ask about your friend: How is your new school? How are your new friends?</li><li>• Say why you are writing: I have missed you. My family is going to Bo, and I would like to see you.</li><li>• Tell your friend your news: I have joined the church choir. School is good. I have email at school and want to email you.</li><li>• End the letter: I have to go eat dinner now! Talk soon.</li></ul>	
	Your best friend, Marie

### Activity 2

Example letter:

	134 Queen Elizabeth Way Freetown 18 <sup>th</sup> January, 2018
Dear Sera,	
How are you and your family? I have missed you since you moved away. School is not the same without you here to make me laugh.	
I've written to you today to tell you some exciting news. My family and I are taking a trip to Bo next month! Do you think we can meet up? It would be so good to see you.	
Things are going well here. I have joined the church choir. Isn't that funny? I never thought that I would like singing, but I do. It keeps me busy on the weekend.	

I am doing well in school. Our school has a new computer lab. Going there is my favourite part of the school week. Do you have an email address? If you do, we can email each other.

I will write to you soon with the exact date that we will be coming to Bo. Please share all your news with me. I can't wait to hear all about your new school and friends.

I have to go eat dinner now! Talk soon.

Your best friend,  
Marie

**Lesson Title:** Descriptive Prose

**Practice Activity:** PHL-07-050

### Activity 2

1. Huckleberry Finn's father was the town drunk.
2. The town mothers hated and feared him because he was lazy, disobedient and bad. All the children admired him and wanted to be like him.
3. Tom Sawyer was told not to play with Huckleberry Finn.
4. Huckleberry slept on doorsteps in good weather and in empty sheds in bad weather.
5. The other boys were jealous because Huckleberry did not have to go to school or church, he could stay out as long as he wanted. He went barefoot all summer and he never had to wash or put on clean clothes.
6. Answers will vary. Example: Yes, because he had a lot of freedom. No, because he did not have a family to take good care of him.

### Activity 3

Example answer:

One time, I felt jealous of a boy at school named Lamin. He was in a class above me. He always had the newest shoes. They made him look very smart. I talked to him one day and found out that he was jealous of me because of my football skills!







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