

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

Pupils' handbook for

# JSS Language ARTS

**JSS  
1**

**Term  
2**

**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.

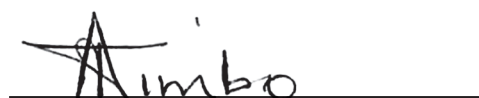
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

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.

## **Table of contents**









<b>Lesson 51: Possessive Pronouns</b>	2
<b>Lesson 52: A Drama-Based Story</b>	4
<b>Lesson 53: The Past Continuous Tense</b>	6
<b>Lesson 54: The Past Continuous Tense (Continuation)</b>	8
<b>Lesson 55: A Selected Poem</b>	10
<b>Lesson 56: Composition: Narrative Essay</b>	12
<b>Lesson 57: Composition: Narrative Essay (Continuation)</b>	14
<b>Lesson 58: Punctuation and Intonation</b>	16
<b>Lesson 59: The Present Continuous Tense</b>	17
<b>Lesson 60: The Present Continuous Tense (Continuation)</b>	19
<b>Lesson 61: Reading Newspapers or Magazines</b>	21
<b>Lesson 62: Reading Newspapers or Magazines (Continuation)</b>	23
<b>Lesson 63: The Simple Future Tense</b>	25
<b>Lesson 64: The Simple Future Tense (Continuation)</b>	27
<b>Lesson 65: Pronunciation: Consonant Sounds</b>	29
<b>Lesson 66: Drama/Play</b>	31
<b>Lesson 67: Drama/Play (Continuation)</b>	33
<b>Lesson 68: The Future Tense (Continuation)</b>	36
<b>Lesson 69: Informal Letters</b>	38
<b>Lesson 70: Dictation and Spelling</b>	40
<b>Lesson 71: A Comprehension Passage</b>	41
<b>Lesson 72: A Comprehension Passage (Continuation)</b>	43
<b>Lesson 73: Possessive Nouns</b>	45
<b>Lesson 74: Possessive Nouns (Continuation)</b>	46
<b>Lesson 75: Pronunciation: Long and Short 'u' Sounds</b>	47
<b>Lesson 76: Guided Writing Summary</b>	49
<b>Lesson 77: Poetry</b>	51
<b>Lesson 78: Poems</b>	54
<b>Lesson 79: Adjectives</b>	56
<b>Lesson 80: Adjectives (Continuation)</b>	58
<b>Lesson 81: Poetry</b>	60
<b>Lesson 82: Adjectives: Adjectives of Quality</b>	62
<b>Lesson 83: Adjectives: Adjectives of Quality (Continuation)</b>	64
<b>Lesson 84: Prose</b>	66
<b>Lesson 85: Prose (Continuation)</b>	68

<b>Lesson 86:</b> Adjectives: Demonstrative Adjectives	70
<b>Lesson 87:</b> Adjectives: Demonstrative Adjectives (Continuation)	71
<b>Lesson 88:</b> Dictation and Spelling	73
<b>Lesson 89:</b> Conversations	75
<b>Lesson 90:</b> Conversations (Continuation)	77
<b>Lesson 91:</b> Creative Writing	79
<b>Lesson 92:</b> Interrogative Adjectives	81
<b>Lesson 93:</b> Interrogative Adjectives (Continuation)	83
<b>Lesson 94:</b> Prose	85
<b>Lesson 95:</b> Prose (Continuation)	87
<b>Lesson 96:</b> Prepositions	89
<b>Lesson 97:</b> Prepositions (Continuation)	91
<b>Lesson 98:</b> Narrative Composition	93
<b>Lesson 99:</b> Shakespearean Text (Abridged Form)	94
<b>Lesson 100:</b> Shakespearean Text (Abridged Form, Continuation)	96
<b>Answer Key- JSS 1 Term 2</b>	98

# 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> Possessive Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-051	<b>Class:</b> JSS 1



### Learning Outcomes

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

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

### Overview

**Possessive pronouns** describe whom things belong to. If something belongs to me, it is mine. If something belongs to you, it is yours.

The table below explains possessive pronouns.

Subject	Possessive Pronoun	Example
I	mine	I am wearing shoes. The shoes are <b>mine</b> .
you	yours	You are wearing uniforms. The uniforms are <b>yours</b> .
he	his	The bag belongs to the boy. This bag is <b>his</b> .
she	hers	The necklace belongs to the girl. The necklace is <b>hers</b> .
it	its	The food belongs to the bird. The bird pecked at <b>its</b> food. (We use 'it' if you don't know whether something is female or male.)
we	ours	We have a mobile phone we share. The phone is <b>ours</b> .
they	theirs	They live at the house on the corner. The house is <b>theirs</b> .

### Practice

#### Activity 1

Identify the possessive pronoun in each sentence.

1. The baby bird cannot fly. It fell out of its nest.
2. Those bananas are mine, but I will share them with you.
3. Jonathan and Sam's car is in the parking lot. That red one is theirs.
4. Solomon, is this pen yours?
5. His uniform is being washed right now.

6. Do you see that girl in the blue sweater? Is this book bag hers?
7. We need to get a slice of cake before someone eats ours!

### **Activity 2**

Write a sentence for each possessive pronoun.

1. yours
2. his
3. mine
4. ours
5. its
6. hers
7. theirs



<b>Lesson Title:</b> A Drama-Based Story	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-052	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify characters and their roles in a play.
2. Read a selected literature text.

### Overview

A **play** is a form of literature. The writing usually includes the characters' dialogue. **Dialogue** is what the play's characters or actors say aloud.

The play below is about three friends. They all study together at school and have to prepare a presentation for their teacher. They have a problem. One of the friends, Abubakarr, does not want to work.

### Practice

#### Activity 1

Read the following play aloud. Pay attention to the way the play is organised.

Abubakarr, Francis and Abdul all study in the same class. They have to plan a presentation for their teacher.

- Francis:                Let's work on the presentation. It is tomorrow and we have to make it really good to win the prize.
- Abubakarr:            I don't want to work. It is a nice day, and I want to go swimming in the river.
- Abdul:                 We have to work now. Then we can go swimming later.
- Abubakarr:            You two do the work and I will read it later.

*In the morning.*

- Francis:                Abubakarr! We came to your house last night to tell you about the presentation, but your mother said you were already sleeping!
- Abubakarr:            I was so tired after all the swimming! Did you finish the presentation? Is it good?

- Abdul: It is very good. You did not help us with the work and it took us a very long time. Now you do not know anything and will be in trouble. You should read it now, so you know what to do.
- Abubakarr: You two know it much better than me. You can do the presentation and I can help you hold the poster. Then the teacher will think we all worked together.
- Francis: That is not fair, Abubakarr. We did so much work. You are our friend, though, so we should help you even if you are lazy. You can hold the poster while we talk, and we will pretend we all worked together.

*At the school.*

- Teacher: I see you are very well prepared for the presentation with your beautiful poster.
- Francis: Yes, teacher, we all worked very hard.
- Teacher: Very good. Only one person from each group will come up to the front. Abubakarr, I want you to come and present for your group...

### **Activity 2**

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

1. Which of the two friends wanted to work on the presentation?
2. Why was Abubakarr so tired?
3. Why did Abubakarr not want to read the presentation?
4. Why did Francis agree to pretend they all worked together?
5. Do you think Abubakarr is a good friend?

### **Activity 3**

Below are some words from the play and their definitions. Use each of the words from the play in a different sentence.

1. Presentation: planning and giving information about something in front of a group of people.
2. Poster: a big piece of paper with information and pictures on it.
3. prize: something you win when you do something well and are the best, like in a sports competition.
4. Pretend: saying or doing something that is not real.

<b>Lesson Title:</b> The Past Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-053	<b>Class:</b> JSS 1



### Learning Outcomes

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

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

### Overview

The **past continuous tense** is used to talk about actions in the past. It uses 'ing' at the end of the verb.

- It tells us about a continuing action that was happening at some point in the past.

Example: I **was studying** for the final exam every day last month.

- It can tell us about a long action that was going on when something else happened.

Examples: Claudetta **was eating** when the storm came last night. Hussein **was doing** homework during the storm last night.

The past continuous tense is formed in the same way as the present continuous tense. The difference is the tense of the verb 'be'.

- In the present continuous tense, the verb 'be' is in the present tense (I am, you are, he is/she is/it is, we are, they are).
- In the past continuous tense the verb 'be' is in the **past** tense (I was, you were, he was/she was/it was, we were, they were)

You can use the past continuous tense to make statements, negative statements and ask questions. The table below gives some examples.

<b>Positive sentence</b>	I was teaching the pupils.	subject + verb 'be' in the past tense + verb + ing
<b>Negative sentence</b>	They were not studying.	subject + verb 'be' in the past tense + 'not' + verb + ing
<b>Question</b>	Was she playing football?	verb 'be' in the past tense + subject + verb + ing + ?

## **Practice**

### **Activity 1**

Identify the past continuous tense in the following sentences.

1. Juke was helping my grandmother last night when the power went out.
2. I was not playing football last night with the rest of my friends.
3. Were they watching the play last weekend?
4. We were walking home when the rain started.
5. Was she going to the store when the accident happened?
6. We were not studying last week because of our holidays.

### **Activity 2**

Answer the following questions using the past continuous tense.

1. What were you doing last weekend?
2. What were you doing last night?
3. What were you doing last December?
4. What game were you playing last week?

<b>Lesson Title:</b> The Past Continuous Tense (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-054	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to identify the past continuous tense.

### Overview

Remember, the past continuous tense is used to talk about a continuing action in the past. It is formed by using subject + was/were + verb + 'ing'.

To make the sentence negative, we add 'not' between the helping verb (was/were) and the main verb. To form a question, we change the word order: was/were + subject + verb + 'ing'.

The table below gives examples of positive sentences, negative sentences and questions in the past continuous tense.

Positive	Negative	Questions
I was eating	I was not/wasn't eating	Was I eating?
He was eating	He was not/wasn't eating	Was he eating?
She was eating	She was not/wasn't eating	Was she eating?
We were eating	We were not/weren't eating	Were we eating?
They were eating	They were not/weren't eating	Were they eating?
You were eating	You were not/weren't eating	Were you eating?

Remember, the past continuous tense is often used to show that a longer action was interrupted.

Example: I was washing the dishes when my father came home.

(Was washing is the longer action; came is the action that interrupts it.)

### Practice

#### Activity 1

Change the following short phrases into sentences in the past continuous tense.

Example: we eat, power out: We **were eating** when the power went out.

1. I watch the game, storm starts
2. You wait, bell ring
3. They run, lightning strike
4. He laughs, bird flies by
5. The baby crawls, food serve

### **Activity 2**

Change the following positive sentences into negative sentences in the past continuous tense.

1. I laugh at the jokes.
2. We eat beans and rice for dinner.
3. Armando plays after school.
4. They steal some fruit from the market.
5. You ride your bike to Marie's house.

### **Activity 3**

Turn the following positive sentences into questions in the past continuous tense.

1. I laugh at the jokes.
2. We eat beans and rice for dinner.
3. Armando plays after school.
4. They steal fruit from the market.
5. You ride your bicycle to Marie's house.

<b>Lesson Title:</b> A Selected Poem	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-055	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to identify more literary terms in poems (e.g. alliteration, hyperbole).

## Overview

**Poems** are different than everyday writing. They often rhyme, use description and usually have lines, not sentences. They include literary devices like similes, metaphors and personification.

Remember, **similes** are when you make a comparison using the words 'like' or 'as'.

Examples:

- He moved like a turtle.
- The baby's skin is as soft as silk.

There are also some other literary devices that you find in poems.

A **hyperbole** is a big exaggeration. You can use a hyperbole to emphasise what you are saying.

Examples:

- 'Your bag weighs a tonne.' The bag probably does not actually weigh a tonne, but the writer is trying to show that the bag is very, very heavy.
- 'His brain is the size of a pea.' No person's brain is actually the size of a pea, but the writer is trying to show that someone is not very clever.

**Alliteration** is when a writer repeats the same sound in a line of a sentence. Tongue twisters are an example of alliteration.

Examples:

- Six strong sharks swam south.
- The big black bug bit a big brown bear.

## Practice

### Activity 1

Identify whether the following lines are an example of alliteration, hyperbole, simile or more than one of these literary terms.

1. Peter Piper picked a peck of pickled peppers.
2. My shoes are killing me.
3. She sells seas shells by the seashore.
4. He is as happy as a clam.
5. I must have walked a hundred miles!
6. I am so hungry I could eat a horse.
7. Bintu bought beans and biscuits.
8. She ran like a gazelle.

## **Activity 2**

Write an example for each of the literary devices: hyperbole, alliteration and simile.



<b>Lesson Title:</b> Composition: Narrative Essay	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-056	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Plan a narrative essay on past activities or events.
2. Use the simple past tense in essays.

### Overview

A **narrative essay** is a story written about someone’s personal experience. When you write a narrative essay, you write about something that has happened to you. Narrative essays are often about important events and activities that happened in the past.

To talk about important events that have happened you use the simple past tense, because the events are finished. The events happened at a specific time in the past and they are now over.

Read the following example of a short narrative essay. The simple past tense verbs are in bold.

Last weekend we **had** a celebration for my aunt. It **was** her 75th birthday party. Family **came** from far away to celebrate her. My uncle **flew** from London. My sister **drove** from Liberia. We all **sat** around the table and **ate** her favourite food together. My mother **baked** a special cake for the occasion. We **played** music and **danced** all night. It **was** a great party.

You can also ask questions in the simple past tense. To form a question, first start with a **Lesson Title** question word like ‘who’, ‘what’, ‘where’, ‘when’ or ‘why’. Then select a subject. Who are you talking about? Then identify the verb. What did that person do?

What		you	eat	
Why		he	sing	
When	did	she	do	at the celebration?
Where		we	talk to	
Who		they	meet	

### Practice

#### Activity 1

Write five questions about the short narrative essay in the overview.

## Activity 2

Identify the simple past tense verbs in the following paragraph.

Last Christmas was the best Christmas I have ever had. My whole family was together and we ate a huge feast! My grandparents, aunts, uncles and cousins were there. We went to church together and we sang carols. We gave small gifts to each other and we played on the beach.

## Activity 3

Think about an important event in the past that you would like to write about. It could be a birthday, a trip or some exciting news. Use the outline below to help you organise your story ideas.

### Narrative Essay Title

#### Introduction:

1. What kind of event was it?
2. Where and when did the event take place?

#### Main body:

1. What happened first?
2. What happened second?
3. What happened third?

#### Conclusion:

1. How did the event end?
2. How did you feel about it?

<b>Lesson Title:</b> Composition: Narrative Essay (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-057	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Write a narrative essay on past activities or events.
2. Use the simple past tense in essays.

## Overview

Remember, **Narrative essays** tell a story about something that happened to you. They are often written in the simple past tense.

An essay has three parts:

- The **introduction** is the first paragraph of the essay. It introduces what the essay is about.
- The **body** is the main part of the essay. This is where you write what happened.
- The **conclusion** is the last part of the essay. It finishes the story.

## Practice

### Activity 1

Read the following narrative essay.

#### The Birthday

Last month, I went to my Aunt Lucy's birthday party. We had a lot of fun!

All our relatives were there and the room was very crowded. We ate all sorts of good food and felt completely full. Then, Uncle Gabriel presented Aunt Lucy with a cake and we all laughed. We said we could not eat another thing! But I surprised myself by eating a piece of cake. Where did I find the room for that?

We went home at 7 o'clock, feeling tired but happy.

### Activity 2

Identify whether the following statements about the essay above are true or false.

1. The first line of the story is called the 'body'.
2. The conclusion is the last line of the story.
3. The introduction introduces what you will write about.
4. Uncle Gabriel gave Aunt Lucy a goat for her birthday.
5. The room was very crowded.

### **Activity 3**

Use the outline from the last lesson to help you write your narrative essay. Remember that your essay should have an introduction, main body and conclusion.

After you have finished your essay, check it for mistakes. Make sure that your essay is well organised and has a clear introduction, body, conclusion and a title. Always check your spelling and grammar.

<b>Lesson Title:</b> Punctuation and Intonation	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-058	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Recognise punctuation marks.
2. Use intonation (raised or quiet voices) while reading.

## Overview

**Intonation** is how you show your feelings and emotions when you speak. It is the way your voice rises and falls or gets softer or louder. If you are angry, the words you speak will sound very different than when you are happy.

**Punctuation marks** show you how to use your voice when you read aloud.

- Question marks (?) can make your voice rise or fall when reading. If it is a yes/no question, your voice will go up. If it is a 'who', 'what', 'when', 'where', 'why', 'how' question, your voice will go down.
- Exclamation marks (!) show surprise or other strong feelings. Your voice goes down for exclamations. Example: That's interesting! Wow!

## Practice

### Activity 1

Answer the following true or false questions about the lesson.

1. A yes/no question should make your voice go down.
2. An exclamation mark should make your voice go down.
3. Intonation is the way your voice rises and falls when you speak.
4. When you read, words sound the same whether you are sad or happy.
5. If asking a 'who' or 'what' question, your voice will go up.

### Activity 2

Read the following sentences. Identify whether your voice should rise or fall at the end.

1. What a beautiful day!
2. You were out of class yesterday. How are you feeling today?
3. Do you want extra rice with your beans?
4. Are you happy at your new job?
5. I can't believe you don't like the dessert!
6. When do you take your final exams?

<b>Lesson Title:</b> The Present Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-059	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Recognise the parts of the present continuous tense.
2. Conjugate verbs in the present continuous tense.

### Overview

The **present continuous tense** is used to talk about actions that are happening now. These are actions that are still in progress. The present continuous tense is formed from the present tense of the verb 'be' and the main verb + 'ing'.

Examples:

- They are walking.
- He is reading.
- I am playing.

We often use the shortened form of words when we speak or write informally. These are called 'contractions'. The table below shows the contractions for the present continuous tense.

The Present Continuous Tense	
Informal (contractions)	Formal
I'm walking	I am walking
You're walking	You are walking
He's/she's/it's walking	He/she/it is walking
We're walking	We are walking
They're walking	They are walking

Remember the common spelling rules for adding 'ing' to a verb:

- If a verb ends in 'e', drop the 'e' then add 'ing'  
Example: write – writing
- If a verb ends in in 'ie', change 'ie' to 'y' and add 'ing'  
Example: die – dying
- If a verb ends in consonant - vowel - consonant, double the final consonant and then add 'ing'  
Example: swim – swimming

## **Practice**

### **Activity 1**

Identify the examples of the present continuous tense in the following paragraph.

Hello friend! Today is a beautiful day. The sun is shining, and I am walking in my garden. My sister is playing in the dirt. She is only three years old and that is her favourite thing to do. I try to imagine what you are doing! Maybe you are running in a race. Maybe you are eating breakfast. My mother is calling me now, so I have to go. I hope to talk to you soon. Goodbye.

### **Activity 2**

Use your imagination to think of things that are happening right now. Use the present continuous tense to complete the sentences below.

1. The president is...
2. The pig at the farm is...
3. My best friend is...
4. My mother and father are...
5. My classmates and I are...

<b>Lesson Title:</b> The Present Continuous Tense (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-060	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Write sentences using the present continuous tense.
2. Identify the present continuous tense in writing.

### Overview

Remember that the **present continuous tense** is used to talk about things that are happening right now. Right now, **you are reading** the words on this page. **You are studying** your English lesson. **You are doing** your homework. Maybe your **mother is cooking** dinner. And maybe your **brothers and sisters are doing** chores. These are all examples of the present continuous tense.

The first part of the present continuous tense 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, add 'not' between the helping verb 'to be' and the main verb. To make a question, change the order of the verb 'to be' and the subject. The table below gives examples of these different types of sentences in the present continuous tense.

The Present Continuous Tense		
<b>Positive sentence</b>	She is eating breakfast now.	subject + verb 'be' + main verb + 'ing'
<b>Negative sentence</b>	She is not eating breakfast now.	subject + verb 'be' + 'not' + main verb + 'ing'
<b>Question</b>	Is she eating breakfast now?	verb 'be' + subject + main verb + 'ing'

Remember, there are words and expressions that we use to help show that something is happening now. We call these **time expressions**. Time expressions used with the present continuous tense include 'now', 'at the moment', 'currently', 'today' and 'this week'.



## Practice

### Activity 1

The following sentences are missing the verb 'to be'. Fill in the blanks with 'am', 'is', or 'are' to complete the sentences correctly.

1. You \_\_\_\_\_ running really quickly!
2. The wind \_\_\_\_\_ blowing.
3. My sister \_\_\_\_\_ working at the shop.
4. My family and I \_\_\_\_\_ going on holiday.
5. Bintu and Sia \_\_\_\_\_ acting in the school play.

### Activity 2

Write a sentence for each of the following verbs in the present continuous tense. Write three positive sentences and three negative sentences.

1. dance
2. jog
3. move
4. read
5. search
6. drink

### Activity 3

Write a question in the present continuous tense for each of the verbs in Activity 2.

<b>Lesson Title:</b> Reading Newspapers or Magazines	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-061	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. reading materials apart from textbooks.
2. to spell and pronounce new words.

## Overview

A **newspaper article** is a story that is printed in a newspaper. Most articles in newspapers are true stories. They tell facts about events. Sometimes the articles are **fiction**. Fiction stories are made up. They come from a writer's imagination. The writer is sharing his or her thoughts and ideas.

You will read a newspaper article about classrooms in the future. Here are some definitions for words in the article:

- computer: a machine for storing information and performing operations at very high speed
- laptop: a small computer that you can carry in a bag from place to place
- tablet: a very small computer that has a screen for viewing information and no keyboard
- solar energy: electricity made from the sun
- materials: texts, pictures or games for learning

## Practice

### Activity 1

Read the following newspaper article.

#### Schools of the Future

What are your thoughts about schools of the future? How will you learn? What will you learn? What will your teachers do? These are some questions to think about.

We all know that computers are changing our lives more and more each day. In the future, pupils will not only use books and a board. They will also learn with a laptop or tablet. They will be small, cheap and powered by solar energy. You will be able to study all subjects and the materials will be interesting and fun.

Will you still need a teacher? Of course! Teachers will be there to guide you in your studies, to ask the right questions and help you find the answers. You will still study in a classroom, but you will work with your friends in pairs and groups.

### **Activity 2**

Answer the following comprehension questions about the newspaper article in full sentences.

1. How does the writer of the article think children will learn in the future?
2. How will the laptops and tablets be powered?
3. Does the writer of the article think that the materials will be interesting?
4. Will you need a teacher in the future?
5. How will you work with your friends in the classroom?
6. Do you agree with the writer? Explain your answer.

### **Activity 3**

Create a sentence for each of the following vocabulary words.

1. computer
2. laptop
3. tablet
4. solar energy
5. materials

<b>Lesson Title:</b> Reading Newspapers or Magazines (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-062	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Understand the main properties of magazines.
2. Learn to spell and pronounce new words.

## Overview

A magazine is similar to a newspaper. It has stories and pictures that are interesting to the people who buy it. Magazines are usually focused on one main topic, like sports, fashion, news or the environment. A **magazine article** is a story that is printed in a magazine.

Today you are going to read a magazine article about global warming. Global warming is the process that causes the Earth's temperature to rise and makes the Earth warmer.

The following definitions will help you in your reading:

- global – related to the whole planet
- habitat – the natural environment of an animal or plant
- hibernate – to sleep through the winter in a den or burrow to save energy
- suffering – to be hurting in some way
- melt – to change from a solid to a liquid
- coastal – near a coast

## Practice

### Activity 1

Read the following magazine article.

#### Arctic Winters are Warming

It is winter time in the north. In many places around the world, this is the coldest time of the year. But global temperatures are rising. The north is not as cold as it used to be. The Arctic ice is melting, which means trouble for everyone. Animals in the north are losing their habitats. Some animals need ice. Polar bears hibernate in ice caves, but with warmer weather the ice caves are collapsing. This leaves polar bears with nowhere to go. Other animals like whales, caribou and seals are suffering too.

Melting ice is a problem everywhere, not just in the north. When the Arctic ice melts, the sea level rises. Over the past 100 years the sea level has risen by 10–20cm around the world. This may be dangerous for people living on islands or by the ocean. Some scientists think that if enough ice melts then entire islands and coastal cities could disappear under the water.

### **Activity 2**

Answer the following comprehension questions about the magazine article in full sentences.

1. What is happening to the Arctic ice?
2. What is happening to animals in the north?
3. Why do the polar bears have nowhere to go?
4. Which other animals are suffering beside the polar bears?
5. What happens when the Arctic ice melts?
6. Why might global warming be dangerous for people living on islands or by the ocean?

### **Activity 3**

Summarise the article on global warming in 3–5 sentences.

<b>Lesson Title:</b> The Simple Future Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-063	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Define the simple future tense.
2. Recognise 'shall' and 'will' and the general rule for using them.
3. Use the future tense in sentences.

### Overview

We use the **future simple tense** to talk about actions that have not happened yet. We use two helping verbs, 'will' and 'shall' to talk about the future.

Usually, we use 'going to' to talk about future events that we know are going to happen.

Example: I am going home after class.

We use 'will' or 'shall' to make a prediction about the future. 'Shall' is more formal and can only be used with 'I' or 'we'.

Examples:

- I will go to university.
- I shall buy her flowers.
- He will play football with his friends.
- She will help me with my homework.
- We shall cook together.
- We will study later.
- They will make a birthday cake.

The table below shows how to form positive sentences, negative sentences and questions in the simple future tense.

The Simple Future Tense		
Positive sentence using 'will'	subject + will + main verb	He will graduate this year.
Negative sentence using 'will'	subject + will not + main verb	They will not go to Ghana.
Positive sentence using 'shall'	subject + shall + main verb	We shall visit you soon.
Negative sentence using 'shall'	subject + shall not + main verb	I shall not find my watch.
Question using 'will'	will + subject + main verb + ?	Will it rain tonight?
Question using 'shall'	shall + subject + main verb + ?	Shall we share a taxi?

## Practice

### Activity 1

Change the following sentences to the simple future tense using 'will' or 'shall'.

1. We are going to the school play this weekend.
2. I am going to eat so much dessert.
3. My mother and sister are going to play a game after dinner.
4. The storm is going to pass.
5. Jonathan is going to win the race.

### Activity 2

Follow the instructions below to create sentences. Use the table in the overview for help.

1. Write a question using 'will'.
2. Write a positive sentence using 'shall'.
3. Write a negative sentence using 'will'.
4. Write a question using 'shall'.
5. Write a positive sentence using 'will'.

<b>Lesson Title:</b> The Simple Future Tense (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-064	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Use the simple future tense in sentences.
2. Use the contracted forms of 'shall' and 'will' in sentences.

### Overview

The **simple future tense** is formed by the helping verb 'will' or 'shall' + a main verb. It is common to use the **contracted forms** of 'will' and 'shall' when speaking or writing informally. To make a contraction, you combine words together. The contracted form is the short form.

- To make the short form of will in a positive sentence, we add 'll to the subject.

Example: 'She'll go to university'.

- To make the short form of will in a negative sentence, write the subject and then add 'won't'.

Example: 'She won't go to university'.

- There is no short form of shall in a positive sentence. You always use the subject and the word shall.

Example: 'We shall go to Lagos'.

- To make the short form of shall in a negative sentence, write the subject and then add 'shan't'.

Example: 'I shan't go to Lagos'.

Positive Sentence		Negative Sentence	
long form	contracted form	long form	contracted form
I	I'll	I	I
He	he'll	he	he
she + will	she'll	she + will not	she + won't
It	it'll	it	it
we	we'll	we	we
they	they'll	they	they
long form	contracted form	long form	contracted form
I shall	–	I shall not	I shan't
we shall	–	we shall not	we shan't



Remember that 'shall' is very formal. It is more formal than 'will'. You only use shall with 'I' and 'we'. You can use 'will' with any subject.

## Practice

### Activity 1

Fill in the blanks with the short form of the subject and verb in brackets to complete each sentence in the simple future tense. Remember that 'shall' does not have a contracted form for positive sentences.

1. (He will) \_\_\_\_\_ go to the store after school.
2. (We shall not) \_\_\_\_\_ attend the wedding next month.
3. (I will not) \_\_\_\_\_ leave early.
4. (They will) \_\_\_\_\_ have to find their own way home.
5. (We shall) \_\_\_\_\_ be there at 8 o'clock.
6. (It will) \_\_\_\_\_ still be there when we get back.
7. (I will not) \_\_\_\_\_ be having tea this morning.

### Activity 2

Complete the following sentences in the simple future tense using the positive contracted form.

1. This morning (we will) \_\_\_\_\_.
2. After class (I will) \_\_\_\_\_.
3. This weekend (we shall) \_\_\_\_\_.
4. Next Tuesday (he will) \_\_\_\_\_.
5. After they do their homework (they will) \_\_\_\_\_.

### Activity 3

Complete the following sentences using the negative contracted form in the simple future tense.

1. Tomorrow evening (I will not) \_\_\_\_\_.
2. Monday morning (we will not) \_\_\_\_\_.
3. Next month (we shall not) \_\_\_\_\_.
4. This afternoon (Bintu will not) \_\_\_\_\_.
5. This weekend (it will not) \_\_\_\_\_.

<b>Lesson Title:</b> Pronunciation: Consonant Sounds	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-065	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify and produce consonant sounds, specifically 'b' and 'd' sounds.
2. Differentiate between words with these two consonant sounds.

## Overview

There are two types of letters in the English alphabet, consonants and vowels. Vowels are the letters a, e, i, o, u. Consonants are all the other letters.

**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, tongues and teeth to do this.

Today you will study two consonants, 'b' and 'd'. Practise making these sounds.

- Press your lips together when you make the 'b' sound. Say: 'boy', 'blue', 'bird'.
- Feel your tongue on the back of your teeth when you make the 'd' sound. Say: 'dog', 'dark', 'desk'.

## Practice

### Activity 1

Practise reading the following tongue twisters aloud.

1. A big brown bat bit a big blue bug and made the big blue bug bleed.
2. Did Daniel dance while Dennis drummed or did Dennis dance while Daniel drummed?
3. A beautiful bossy bird with a blue beak batted its big brown wings.
4. Dizzy Daisy went to dance daily at dusk.
5. Bees buzz, buzz, buzz behind the beehive in the barn.
6. Does Dara dally down in the ditch and dream of daffodils during the dreary day?

## Activity 2

Use the word bank below to fill in the sentences with the correct word. Then read the sentences aloud to practise the 'b' and 'd' sounds.

burned	Dusk	beach
delicious	Bread	disaster

1. I would like \_\_\_\_\_ with my dinner.
2. My sister \_\_\_\_\_ our meal. It was ruined!
3. That car ran into my uncle's car. What a \_\_\_\_\_!
4. I wish I could sleep on the \_\_\_\_\_ all day.
5. Right before the sun sets is called \_\_\_\_\_.
6. That juicy mango looks \_\_\_\_\_.

<b>Lesson Title:</b> Drama/Play	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-066	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Examine a Shakespearean text/play.
2. Understand how plays are presented.

## Overview

A **play** or **drama** is a story that is performed by actors in a theatre or public space. Some useful words help us to understand how a play is organised and presented.

A play can have **acts**. These are parts of the play, like chapters in a book. Each act can have several **scenes**, like paragraphs in a chapter. The **actors** are the people who perform the play. They play the roles of the characters in the play. When characters are alone and speaking, we call this a **monologue**. When the characters speak to each other, we call this a **dialogue**. The **audience** are the people watching the play.

You are going to study a play called *Hamlet*. It was written by a famous English writer called William Shakespeare. This play was written more than 400 years ago! The English that Shakespeare used is very different from the English we use today. Because of this it can be difficult to understand.

*Hamlet* is the story of a Danish prince. His father, the King, was murdered by his uncle. Then his uncle married his mother, so now his uncle is the King. Hamlet feels sad and depressed. On one hand he must seek revenge, but he feels so depressed that he cannot decide what to do.

## Practice

### Activity 1

Read the following quotes from the play *Hamlet*.

#### Quotes from *Hamlet*

1. **Marcellus:** Something is rotten in the state of Denmark. (Act 1, Scene 4)

2. **Polonius:**

This above all: to thine own self be true,  
And it must follow, as the night the day,  
Thou canst not then be false to any man.

Farewell, my blessing season this in thee! (Act 1, Scene 3)

### 3. Hamlet:

To be, or not to be, that is the question:

Whether 'tis nobler in the mind to suffer...

Or to die – to sleep,

... and by a sleep to say we end

The heart-ache...

To die, to sleep;

To sleep, perchance to dream – ay, there's the rub:

For in that sleep of death what dreams may come. (Act 3, Scene 1)

### Activity 2

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

1. What act is the quote from Marcellus from?
2. How many different characters are represented in the quotes from Hamlet?
3. What scene is the quote from Hamlet from?
4. What do you think the line, 'This above all: to thine own self be true', means?
5. What is a monologue?

<b>Lesson Title:</b> Drama/Play (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-067	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Examine a Shakespearean text or play.
2. Explain how plays are presented.

### Overview

Remember, a **play** or a **drama** is performed by actors in a theatre or a public space. The story of *Hamlet* is a **tragedy**. There is a lot of suffering and sadness in the play. A tragedy means that the story will not have a happy ending.

Read the plot summary of *Hamlet* below and take note of the most important details:

*Hamlet* is the story of a Danish prince. His father was murdered by his uncle. Then his uncle married his mother, so now his uncle is the King. Hamlet feels sad and depressed. On one hand he must seek revenge, but he feels so depressed that he cannot decide what to do.

After Hamlet's father dies, his uncle Claudius marries his mother Gertrude. Then Claudius crowns himself King of Denmark. Hamlet returns to Denmark for his father's funeral and meets his father's ghost. The ghost tells Hamlet that he cannot rest, because he was murdered. Hamlet feels sad and depressed. On one hand he must seek revenge, but he feels so depressed that he cannot decide what to do. Hamlet discovers that his uncle Claudius killed his father and decides to kill his uncle to get revenge. Hamlet accidentally kills Polonius instead. In the end, all of the main characters die including Hamlet, Claudius and Gertrude.

The most important events of the play are as follows:

- Hamlet's father is murdered by his uncle.
- Hamlet's uncle, Claudius, marries his mother, Gertrude. Now Claudius is King.
- Hamlet meets his father's ghost.
- Hamlet discovers that his uncle, Claudius, killed his father.
- Hamlet decides to kill Claudius to get revenge.
- Hamlet accidentally kills Polonius instead.
- Everyone dies.

## Practice

### Activity 1

Read the following excerpt from the play aloud.

Act 1, Scene 2

#### Queen Gertrude:

Good Hamlet, cast thy nighted colour off,  
And let thine eye look like a friend on Denmark.  
Do not forever with thy veiled lids  
Seek for thy noble father in the dust:  
Thou know'st 'tis common; all that lives must die,  
Passing through nature to eternity.

#### Hamlet:

'Tis not alone my inky cloak, good mother,  
Nor customary suits of solemn black,  
Nor windy suspiration of forced breath,  
No, nor the fruitful river in the eye,  
Nor the dejected 'havior of the visage,  
Together with all forms, moods, shapes of grief,  
That can denote me truly: these indeed seem,  
For they are actions that a man might play:  
But I have that within which passeth show;  
These but the trappings and the suits of woe.

### Activity 2

Read the definitions of words from the excerpt above. Then identify the best word to fill in the blanks in the sentences below.

- veiled: covered, as if with a veil
- eternity: a state that comes after death and never ends
- customary: usually done in a particular situation or at a particular time or place
- visage: a person's face
- woe: a feeling of great pain or sadness.

1. Her \_\_\_\_\_ wore a look of great sadness.
2. Sometimes a test feels like it will take an \_\_\_\_\_.
3. I could not tell what she looked like because her face was \_\_\_\_\_.
4. After her heart was broken all she felt was \_\_\_\_\_.
5. It is \_\_\_\_\_ for the groom not to see the bride before the wedding.

### **Activity 3**

Answer the following comprehension questions about the plot summary of Hamlet in full sentences.

1. How does Hamlet feel about his uncle marrying his mother?
2. Who murders Hamlet's father?
3. What does Hamlet decide to do after his father's ghost speaks to him?
4. Who does Hamlet accidentally kill?
5. What happens in the end?



<b>Lesson Title:</b> The Future Tense (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-068	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Recognise the contracted forms of 'shall' and 'will'.
2. Use the contracted negative forms of 'shall' and 'will' in sentences, e.g. I shan't, she won't.

### Overview

The **future simple tense** is formed by the helping verb 'will' or 'shall' + a main verb. It is used to discuss actions that have not yet happened. 'Shall' is more formal than 'will'. 'Shall' is only used with the subject 'I' or 'we'. 'Will' can be used with all subjects.

Revise the steps to make the contracted or short form of 'will' and 'shall':

- To make the short form of will in a positive sentence, add 'll to the subject. For example, 'She'll go to university' instead of 'She will go to university'.
- To make the short form of will in a negative sentence, write the subject and then add 'won't'. For example, 'She won't go to university' instead of 'She will not go to university'.
- There is no short form of shall in a positive sentence. You always use the subject and the word shall. For example, 'We shall go to Lagos'.
- To make the short form of shall in a negative sentence, write the subject and then add 'shan't'. For example, 'I shan't go to Lagos' instead of 'I shall not go to Lagos'.

Positive Sentence		Negative Sentence	
long form + will	contracted form	long form + will not	contracted form + won't
I	I'll	I	I
he	he'll	he	he
she	she'll	she	she
it	it'll	it	it
we	we'll	we	we
they	they'll	they	they
Positive Sentence		Negative Sentence	
I shall	–	I shall not	I shan't
we shall	–	we shall not	we shan't

## **Practice**

### **Activity 1**

Change the following sentences so that they use the contracted form (short form) of 'will' or 'shall'.

1. Sara will not play with us after school.
2. I shall visit my grandmother tomorrow.
3. My friends and I will not see a movie tonight.
4. We shall not go to the party tomorrow.
5. He will help us with our homework after school.

### **Activity 2**

Change the following text to simple future tense. Use the contracted form as much as possible.

I am walking home from school today. My friends and I stop to play in the field. Then, they go home and I walk to the store. It is busy in there. I quickly grab my things and go.

<b>Lesson Title:</b> Informal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-069	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Recall the features of informal letters.
2. Write an apology letter to a friend or relative.

### Overview

There are many different ways to communicate with friends. You can call or text, send an email or talk face-to-face. You can also write a letter.

**Informal letters** are letters that you write to a friend or relative. They are for someone you know very well. Informal letters include the address of the person you are writing to, the date, a greeting, an introduction, the body, the closing and your name.

Look at the example letter below.

	112 Liberation Avenue, Freetown. 12 <sup>th</sup> June 2018.
Hi Bintu!	
How are you? Have you been busy at school? I've had loads to do but now I'm looking forward to the summer holidays!	
Do you know that a group of actors is going to perform <i>Hamlet</i> in town next Saturday? Would you like to see it with me? If you're free, then let's go together. It would be fun.	
	Love from, Mity

## Practice

### Activity 1

Use the outline below to help you respond to the letter from Mity. Include an apology in your letter. An apology is when you say sorry for something you have done or something you cannot do.

	(Address)
	(Date)
(Greeting) <i>Hi Mity,</i>	
(Introduction) <i>Thanks for your letter. I'm...</i>	
(Apology) <i>I'm sorry to say that...</i>	
(Closing) <i>I miss you. Let's...</i>	
	(Name) <i>Bintu</i>

### Activity 2

Answer the following questions about informal letters.

1. Who can you write an informal letter to?
2. What are the features of an informal letter?
3. Where do you write the date in an informal letter?

<b>Lesson Title:</b> Dictation and Spelling	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-070	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Listen with attention and write what you hear.
2. Spell words both in isolation and in sentences.

### Overview

Today you are going to practise your listening and spelling. You will use some words from the play *Hamlet* that you read recently.

Below are four words you need to know to be able to understand the play:

- murder: to kill someone
- depressed: to feel very, very sad
- Danish: a person from Denmark
- revenge: punishing someone because they hurt you

### Practice

#### Activity 1

Ask a friend to read the list of words below to you. Try to spell them from memory without looking. Check your answers. If you made any mistakes, keep trying!

1. Danish
2. revenge
3. depressed
4. murder
5. servant
6. dagger
7. spoil
8. state
9. rotten
10. dictation

#### Activity 2

Write a different sentence for each of the following words: murder, depressed, Danish, revenge.

<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening
<b>Practice Activity:</b> PHL-07-071	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Read a story silently and understand the main points.
2. Define and use new words from the story.
3. Infer information from the story using textual clues.

## Overview

The ability to read a story silently on your own and understand the main points is a reading skill that you need to practise. When you read a story silently you need to make sure that you think about what you are reading.

If you read words that you do not understand, look at the way they are used in the sentence. You can try to find **context clues** around a new word that will help you understand its meaning.

You can also use context clues or textual clues in the story to help you **infer** information. Some information can be found directly in a text, but not all information. When you infer information from the story, you have to figure out what is being said.

The story below is about a millionaire. A millionaire is someone with more than a million dollars. Most people would consider a millionaire rich.

Here is some vocabulary that will help you understand the story:

- millionaire – a very rich person
- heir – a person who receives the property and money of another person who dies
- reach – arrive (at)
- praise – express approval and admiration
- respect elders – consider and appreciate someone’s knowledge, age and experience

## Practice

### Activity 1

Read the following story.

#### The Millionaire’s Heir

There once lived a millionaire named Edward. He lived in a big house in the city with his three sons called Francis, Michael and Samuel. Francis was the eldest son, Michael the second son and Samuel the youngest.

One day, the millionaire told his sons that he was getting old and could no longer travel the long distance to his home village. He said he wanted to send a gift to his home village. He said, 'I want you to take a gift to my home village. The son who takes the best gift to the village will become my heir! The people in the village will choose the best gift.'

Francis travelled for hours to reach the village with a car full of sweets for the village children. When he arrived in the village, all the children ran to receive the gift. Michael travelled for hours to reach the village with a car full of delicious food. When he arrived, he invited the whole village to spend the day eating, singing and dancing. Samuel travelled for hours to reach the village with a car full of books for the local school. When he arrived, he immediately found the village elder and gave the books to him. He said, 'Please accept these books for the village school as a gift from my father.'

Which gift do you think the village chose? Yes, Samuel's gift. The millionaire praised his son for remembering to always respect elders. He decided that Samuel would be his heir. The other two brothers were angry.

### **Activity 2**

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

1. Who were the sons of Edward?
2. Who would choose what the best gift was?
3. What gift did Francis bring to the village?
4. What gift did Michael bring to the village?
5. How did the two brothers feel about Samuel being chosen to become the heir?

### **Activity 3**

Write one sentence each for the following words/phrases: millionaire, heir, reach, praise, respect elders.

<b>Lesson Title:</b> A Comprehension Passage (Continuation)	<b>Theme:</b> Reading and Listening
<b>Practice Activity:</b> PHL-07-072	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Listen for the main information in a story.
2. Practise new words.

### Overview

When you are reading or listening to a text, it is important to watch or listen carefully for the main information. You may not remember all of the details, but you need to be able to recall the main ideas.

When you read or listen to a story, you will find new words that you are unfamiliar with. Remember to use 'context clues' to help you determine the meaning of the new words. Context clues are clues that help you figure out the meaning of a difficult or unusual word. You might find the clue in the same sentence as the new word, or in the sentence before or after.

You are going to read a story called *The Millionaire's Heir*. As you read the story, take note of the most important information in the story.

#### The Millionaire's Heir: Part One

There once lived a millionaire named Edward. He lived in a big house in the city with his three sons called Francis, Michael and Samuel. Francis was the eldest son, Michael the second son and Samuel the youngest. One day, the millionaire told his sons that he was getting old and could no longer travel the long distance to his home village. He said he wanted to send a gift to his home village. He said, 'I want you to take a gift to my home village. The son who takes the best gift to the village will become my heir! The people in the village will choose the best gift.'

Francis travelled for hours to reach the village with a car full of sweets for the village children. When he arrived in the village, all the children ran to receive the gift. Michael travelled for hours to reach the village with a car full of delicious food. When he arrived, he invited the whole village to spend the day eating, singing and dancing. Samuel travelled for hours to reach the village with a car full of books for the local school. When he arrived, he immediately found the village elder and gave the books to him. He said, 'Please accept these books for the village school as a gift from my father.' Which gift do you think the village chose? Yes, Samuel's gift. The millionaire praised his son for remembering to always respect elders. He decided that Samuel would be his heir. The other two brothers were angry.



## Practice

### Activity 1

The following words are from the story. Use the words in the word bank to complete the sentences below.

millionaire	reach	elders
respect	heir	praise

1. My parents always \_\_\_\_\_ me when I get good grades.
2. My mother's cousin lives in the biggest house I have ever seen. He must be a \_\_\_\_\_.
3. It took five hours for the bus to \_\_\_\_\_ its destination.
4. The \_\_\_\_\_ of the village called a meeting to discuss the recent robberies.
5. I tell my little sister that she needs to \_\_\_\_\_ her teachers.
6. I am the \_\_\_\_\_ to my father's land.

### Activity 2

Read the ending to the story aloud. Pay attention to the most important information.

#### The Millionaire's Heir: Part Two

After a few years, the two angry bothers decided to plot against Samuel. They were upset that Samuel, who was the youngest, would be the heir to their father's money. Samuel won because he respected his elders. But Michael and Francis were Samuel's elders! Shouldn't he respect them?

Samuel, being wise, knew his brothers would try to find a way to take his money. He laughed to himself because when he received the money he split it three ways so that each of the brothers would have an equal amount. When the brothers came to rob Samuel one night, they found so much of his money gone. They yelled at Samuel, 'You have already wasted so much money? You fool!' Once again, Samuel laughed and said, 'Who is the fool? Your share of the money has been in your own houses all along! A real wise man knows that money means nothing without family.' Francis and Michael were so embarrassed and felt terribly about how they had treated Samuel. They promised to never let money come between them again.

### Activity 3

Answer the following comprehension questions about part two of the story in full sentences.

1. Why did Francis and Michael think that Samuel should respect them?
2. How did Samuel trick his brothers?
3. What does a 'real wise man' know?
4. What is the moral of the story?

<b>Lesson Title:</b> Possessive Nouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-073	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify the possessive forms of singular and plural nouns.
2. the possessive forms of singular and plural nouns.

## Overview

A **possessive noun** shows ownership or relationship. To show possession with singular nouns, we add an apostrophe (') and an 's'.

Examples:

- He is Juma's father.
- She is Juma's mother.
- She is Juma's sister.
- He is Juma's brother.

To show possession with plural nouns, the position of the apostrophe goes after the 's'.

Examples:

- He is the boys' father.
- She is the boys' mother.
- She is the boys' sister.
- He is the boys' brother.

## Practice

### Activity 1

Add apostrophes to the following sentences to show possessive nouns.

Example: My sisters best friend is Aminata. My sister's best friend is Aminata.

1. This is George, my dads father.
2. My mums mother is coming for dinner.
3. My mothers aunt is called Marie.
4. I have three uncles. Samuel is my uncles father.
5. Joy is my grandmothers sister.

### Activity 2

Write four sentences about people in your family. Use either singular or plural possessive nouns in each sentence.

<b>Lesson Title:</b> Possessive Nouns (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-074	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Use possessive forms to describe your families.
2. Write sentences using the possessive form of singular and plural nouns.

### Overview

Today you will continue learning about possessive nouns. Remember, a **possessive noun** shows ownership or relationship.

To make a single noun possessive, add an apostrophe and an 's'.

Example: 'He is my friend's brother.'

To show possession with plural nouns, the apostrophe goes after the 's'.

Example: 'She is my aunts' mother.'

### Practice

#### Activity 1

A family tree is a picture that shows the relationship between people in a family. Create a family tree, showing the relationship between the different people in your family.

Write sentences to show the relationship between the different people in your family tree. For example, 'This is Maria. She is my mother's sister.'

#### Activity 2

Complete the following sentences by using the correct possessive form of the noun in brackets.

1. The \_\_\_\_\_ (ants) trail led to some old food.
2. My \_\_\_\_\_ (sister) bedroom is a mess!
3. Did you clean up the \_\_\_\_\_ (cows) pen?
4. My \_\_\_\_\_ (father) clothes are clean.
5. All the \_\_\_\_\_ (pupils) homework was turned in on time.

<b>Lesson Title:</b> Pronunciation: Long and Short 'u' Sounds	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-075	<b>Class:</b> JSS 1



**Learning Outcomes**

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

1. Identify and produce the long and short vowel sounds for 'u'.
2. Differentiate between words with these sounds.

**Overview**

There are two different types of vowel sounds: **long vowel sounds** and **short vowel sounds**. A long vowel sound is when the vowel sounds like its letter name. The sound a vowel makes in a word depends on its position in the word and the other letters around it.

Look at the long and short 'u' sounds:

- The short 'u' sound is made by saying 'u', 'u', 'u', while quickly bringing your hand to your mouth each time.

Examples: tub, hug, sun

- The long 'u' sound is made by saying 'u:', 'u:', 'u:', while slowly taking your hand away from your mouth as if you were pulling chewing gum.

Examples: tube, huge, boot

**Practice**

**Activity 1**

Practise saying the following words aloud. Notice the difference between the short and long 'u' sounds.

long	short
fool	full
pool	put
Luke	pull
fruit	fun
food	book

## Activity 2

Determine whether the following words are long 'u' or short 'u' sounds.

1. mule
2. mug
3. bus
4. glue
5. hug
6. cut
7. cute
8. root
9. huge
10. loot
11. rub
12. boot

<b>Lesson Title:</b> Guided Writing Summary	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-076	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify the main points in a reading comprehension passage.
2. Write a one paragraph summary of a reading comprehension passage.

## Overview

Summarising is an important reading comprehension skill. When you read a text, you want to be able to identify the most important information in it. This helps you take a long text or story and shorten it. A **summary** is a shorter version of the story and only includes the main points.

The following guide can help you when writing a summary:

### Summary Writing Guide

1. Somebody... (Who is the story about?)
2. Wanted... (What did the main character(s) want?)
3. But... (What was the problem?)
4. Then...(What did the character(s) do to solve the problem?)
5. So... (How did the story end?)

## Practice

### Activity 1

Read the first part of the story, *The Millionaire's Heir*.

#### The Millionaire's Heir: Part One

There once lived a millionaire named Edward. He lived in a big house in the city with his three sons called Francis, Michael and Samuel. Francis was the eldest son, Michael the second son and Samuel the youngest.

One day, the millionaire told his sons that he was getting old and could no longer travel the long distance to his home village. He said he wanted to send his home village a gift. He said, 'I want you to take a gift to my home village. The son who takes the best gift to the village will become my heir! The people in the village will choose the best gift.'

Francis travelled for hours to reach the village with a car full of sweets for the village children. When he arrived in the village, all the children ran to receive the gift. Michael

travelled for hours to reach the village with a car full of delicious food. When he arrived, he invited the whole village to spend the day eating, singing and dancing. Samuel travelled for hours to reach the village with a car full of books for the local school. When he arrived, he immediately found the village elder and gave the books to him. He said, 'Please accept these books for the village school as a gift from my father.'

Which gift do you think the village chose? Yes, Samuel's gift. The millionaire praised his son for remembering to always respect elders. He decided that Samuel would be his heir. The other two brothers were angry.

### **Activity 2**

Use the completed summary guide of *The Millionaire's Heir* below to help you write a paragraph summarising the story.

1. Who is the story about? (Answer: the old millionaire and his three sons)
2. What did the main character want? (Answer: to decide who would be his heir)
3. What was the problem? (Answer: the millionaire set a test for his sons to decide who would be his heir)
4. What did the characters do to solve the problem? (Answer: they did the test)
5. How did the story end? (Answer: the youngest son passed the test)

### **Activity 3**

Read the second part of the story and complete a summary guide about it.

#### The Millionaire's Heir: Part Two

After a few years, the two angry brothers decided to plot against Samuel. They were upset that Samuel, who was the youngest, would be the heir to their father's money. Samuel won because he respected his elders. But Michael and Francis were Samuel's elders! Shouldn't he respect them?

Samuel, being wise, knew his brothers would try to find a way to take his money. He laughed to himself because ever since he received the money he had split it three ways. So, each of the brothers had an equal amount. When the brothers came to rob Samuel one night, they found so much of his money gone. They yelled at Samuel, 'You have already wasted so much money? You fool!' Once again, Samuel laughed and said, 'Who is the fool? Your share of the money has been in your own houses all along! A real wise man knows that money means nothing without family.' Francis and Michael were so embarrassed and felt terribly about how they had treated Samuel. They promised to never let money come between them again.

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-077	<b>Class:</b> JSS 1



**Learning Outcome**

By the end of the lesson, you will be able to differentiate between some of the themes in African and English or American poems.

**Overview**

Today you will learn about some of the differences between African, English and American poems.

You can find many old English and American poems because their format is written. However, a lot of old African poetry was spoken and not written. Africa has a long history of telling poems and stories. This is called an ‘oral tradition’. Today, we can find a lot of African poetry that is written.

There are certain themes that are more common in African poetry and some universal themes that are common in African, American and English poetry.

<b>African Poetry Themes</b>	<b>Universal Poetry Themes</b>
traditions and folklore	nature
the effect of slavery	love
colonisation	religion
liberation	politics
migration	
exile	

**Practice**

**Activity 1**

Read the following poems aloud. The first is an American poem. It was written by Robert Frost in 1923. It is about how the most beautiful things in nature only live for a short time. The second is an African poem by Segun Rasaki. It is a modern poem. It represents the idea that Africa is beautiful and blessed, even with all of its problems.

Nothing Gold Can Stay

by Robert Frost

Nature’s first green is gold,  
Her hardest hue to hold.



Her early leaf's a flower;  
But only so an hour.  
Then leaf subsides to leaf.  
So Eden sank to grief,  
So dawn goes down to day.  
Nothing gold can stay.

### Africa

by Segun Rasaki

Africa, Beautiful yet unappreciated  
Africa, Sahara to the Atlantic  
Africa, From Zulu Land to Yoruba Land  
Africa, From Nile River to River Niger  
Africa, Rain and Sunshine round the year,  
Africa, With her greenery lustre  
Africa, With Coolness, Calmness, a Serenity unequal  
Africa, Your hospitality and warmth taken for granted  
Africa, Raped and left desolate, yet richly blessed  
Africa, Your Children scattered all over the World crying for you  
Africa, You are simply mine Africa.

### **Activity 2**

What are some of the words used to describe Africa in the poem *Africa* by Segun Rasaki?  
List as many as you can.

### **Activity 3**

Read the following poem excerpts. Which of the themes in the overview apply to each poem?

1. I feel the breath of the summer night,  
Aromatic fire:  
The tree, the vines, the flowers are astir  
With tender desire.
2. Alas! and am I born for this,  
To wear this slavish chain?  
Deprived of all created bliss,  
Through hardship, toil, and pain!

3. My love looks like a girl tonight,  
But she is old.  
The plaits that lie along her pillow  
Are not gold,  
But threaded with filigree silver  
And uncanny cold.

<b>Lesson Title:</b> Poems	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-078	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Discuss the details of a poem.
2. Identify literary terms in the selected poems.

### Overview

Poets use different techniques to make their poems interesting. These are called **literary terms** or **literary devices**.

**Personification** is when we give human qualities to something that is not human – for example, an animal, an object or a country. It is a type of metaphor. We use personification in poems to create a better picture of the thing we are describing.

Below are some examples from Segun Rasaki’s poem, *Africa*:

- Africa, Your Children scattered all over the World
- With Coolness, Calmness, a Serenity unequal
- Your hospitality and warmth taken for granted

**Rhyming words** are words with the same sound. Rhyming words are used to make a poem sound like music.

Below are some examples from Robert Frost’s poem, *Nothing Gold Can Stay*:

- gold, hold
- flower, hour
- leaf, grief

### Practice

#### Activity 1

Read the following poems aloud. Pay extra attention to examples of personification and rhyme.

#### Nothing Gold Can Stay

by Robert Frost

Nature’s first green is gold,  
 Her hardest hue to hold.  
 Her early leaf’s a flower;  
 But only so an hour.  
 Then leaf subsides to leaf.  
 So Eden sank to grief,  
 So dawn goes down to day.  
 Nothing gold can stay.

## Africa

by Segun Rasaki

Africa, Beautiful yet unappreciated  
Africa, Sahara to the Atlantic  
Africa, From Zulu Land to Yoruba Land  
Africa, From Nile River to River Niger  
Africa, Rain and Sunshine round the year,  
Africa, With her greenery lustre  
Africa, With Coolness, Calmness, a Serenity unequal  
Africa, Your hospitality and warmth taken for granted  
Africa, Raped and left desolate, yet richly blessed  
Africa, Your Children scattered all over the World crying for you  
Africa, You are simply mine Africa.

### **Activity 2**

Match the words in the word bank to the correct rhyming word from the list below.  
Remember that rhyming words sound alike, but they might not look alike.

a. late	b. end	c. nice	d. heart
e. flow	f. hate	g. frown	h. said

1. down
2. start
3. dead
4. friend
5. great
6. spice
7. blow
8. wait

### **Activity 3**

Explain the meaning of each example of personification below in your own words.

1. The city never sleeps.
2. The angry rain pounded the house.
3. The flowers danced in the wind.
4. The fire alarm yelled at us to leave.
5. The sun played hide and seek in the clouds.

<b>Lesson Title:</b> Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-079	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Define adjectives.
2. Give examples of adjectives.

## Overview

**Adjectives** are words that modify nouns and pronouns. We also use adjectives to describe people, places and things.

You can use adjectives in different ways in a sentence. You can say, 'I have a red bicycle' or you can say, 'My bicycle is red'.

The following are examples of sentences that use adjectives. The adjectives are in **bold**. The nouns they describe are underlined.

- The **long, green** grass needs to be cut.
- The rain has made the day **grey**.
- Sierra Leone is **beautiful**.
- Mary's **bright** eyes sparkled in the sun.

## Practice

### Activity 1

Identify the adjectives in the following sentences.

1. The spotted, brown cow swished its tail as I walked by.
2. Her shirt was torn and dirty.
3. The cold water felt good on my throat.
4. The bananas smelled sweet and delicious.
5. The wings of the bird were blue, green and red.

### Activity 2

Use the following adjectives in a sentence.

1. loud
2. small
3. soft
4. deep
5. colourful

### **Activity 3**

Use each of the following nouns to create a different sentence. Include adjectives to describe them.

1. moon
2. my mother
3. my uniform
4. my house
5. tree

<b>Lesson Title:</b> Adjectives (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-080	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Define adjectives.
2. Identify adjectives and use them in sentences.

## Overview

An **adjective** is a word that modifies a noun. An adjective can also modify a pronoun. We use adjectives to describe people, places and things. This makes our writing more interesting.

You can use many different adjectives to describe something. For example, if you want to describe your village, you may use the following words: big, small, crowded, clean, busy, beautiful, friendly, lively, hilly, flat, modern. These are all adjectives.

## Practice

### Activity 1

Fill in each blank with at least one adjective to complete the sentence. Each adjective should describe the underlined noun.

1. There was a \_\_\_\_\_ pig in my yard.
2. The \_\_\_\_\_ noise made Nicholas jump.
3. I brought my grandmother a \_\_\_\_\_ mango.
4. Bockarie brought some \_\_\_\_\_ candy to school.
5. A bird was taking care of the \_\_\_\_\_ eggs in her nest.

### Activity 2

Underline the adjective/s in each sentence. Then, identify the noun the adjective/s describe/s.

1. Nouhou cleaned the dirty kitchen.
2. She ran up the stairs of the old, crumbling building.
3. His sister forgot her red and white shirt for gym.
4. My tired friend fell asleep in class!
5. The painting was beautiful and colourful.

### Activity 3

Identify the adjective in parentheses that best completes each sentence.

1. That is such a \_\_\_\_\_ dress. (delicious, beautiful, sharp)
2. My teacher is a \_\_\_\_\_ teacher at the school. (new, clean, fresh)
3. Mount Kilimanjaro is the \_\_\_\_\_ mountain in Africa. (youngest, smartest, highest)
4. These papayas are very \_\_\_\_\_. (sweet, difficult, upset)
5. This water is too \_\_\_\_\_ for me! (hard, cold, happy)



<b>Lesson Title:</b> Poetry	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-081	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Write short poems on your own.
2. Use ideas and thoughts in writing a short poem.

### Overview

There are many different kinds of poems. Today you are going to write your own poem. This poem will be a diamond poem. A **diamond poem** is in the shape of a diamond.

A diamond poem also follows certain rules:

- It starts with a noun and ends with a noun. Remember a noun is a person, place or thing. This is what the poem is about. The noun at the beginning and end are the same.
- The second line is two adjectives. Remember, adjectives describe a noun.
- The third line is three verbs. Verbs are action words, usually ending in 'ing'.
- The fourth line is four nouns. These nouns will relate to the first noun in some way.
- Then the pattern is repeated to the end.

Diamond poem outline:

Noun  
 Adjective, Adjective  
 Verb, Verb, Verb  
 Noun, Noun, Noun, Noun  
 Verb, Verb, Verb  
 Adjective, Adjective  
 Noun

Diamond poem example:

Mango  
 Yellow, soft  
 Peeling, slicing, chopping  
 Skin, flesh, stone, smell  
 Licking, laughing, eating  
 Fragrant, delicious  
 Mango

## **Practice**

### **Activity 1**

Write a diamond poem about a friend or relative.

### **Activity 2**

Write a diamond poem about your favourite holiday or event. For example: birthdays, weddings, Christmas, Eid-Al-Adha.

<b>Lesson Title:</b> Adjectives: Adjectives of Quality	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-082	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Define adjectives of quality.
2. Identify adjectives of quality.
3. Differentiate between 'how much' and 'how many'.

### Overview

**Adjectives of quality** describe things like the appearance of a noun. An adjective of quality can describe the shape, size, age, colour or taste of a noun.

If you describe a food that you like, you might use adjectives like 'delicious', 'red', 'soft', 'wonderful', 'sweet', 'spicy' or 'bitter'. These are all adjectives of quality.

When talking about nouns, it is important to know when to use 'how much' or 'how many'.

- 'How much' is used for **uncountable** nouns.

Examples: beef, air, water, furniture, paper. How much beef do you need for the stew?

- 'How many' is used for **countable** nouns.

Examples: teachers, eggs, apples, rooms, pupils. How many tomatoes do you need for egusi soup?

### Practice

#### Activity 1

Fill in the blanks below with 'much' or 'many'.

1. How \_\_\_\_\_ books have you read?
2. How \_\_\_\_\_ sugar do you like in your tea?
3. How \_\_\_\_\_ time do you have?
4. How \_\_\_\_\_ trees are in the yard?
5. How \_\_\_\_\_ barrels of water do you have?
6. How \_\_\_\_\_ water do you need?
7. How \_\_\_\_\_ apples do you want?
8. How \_\_\_\_\_ money do you have?

## **Activity 2**

Read the following paragraph and identify all the adjectives of quality.

Last weekend, I went to a wedding. It was so much fun! The bride was beautiful. She wore a long, colourful dress. All the guests were dressed up in the most wonderful clothes. The food was spicy and delicious. The best part was the cake. It was huge! It was so sweet and sticky. I never wanted the wedding to end!

<b>Lesson Title:</b> Adjectives: Adjectives of Quality (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-083	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Use adjectives of quality in sentences.

### Overview

**Adjectives of quality** describe the qualities or characteristics of a noun or pronoun, such as their taste, size, shape, colour, texture or smell.

The table below lists some common adjectives of quality.

shape	size	colour	age	taste
round	small	black	old	bitter
square	large	white	young	sweet
straight	huge	green	new	spicy
wide	tiny	red	modern	fishy
flat	medium	blue	ancient	juicy
curved	tall	orange	elderly	ripe

### Practice

#### Activity 1

Fill in the blanks with adjectives of quality.

1. The \_\_\_\_\_ ball bounced out of the gate.
2. The \_\_\_\_\_, \_\_\_\_\_ ant climbed up the tree.
3. Passionfruit is \_\_\_\_\_ and \_\_\_\_\_.
4. The road was very \_\_\_\_\_.
5. The city seemed \_\_\_\_\_ and \_\_\_\_\_.

## Activity 2

Write a sentence for each of the following adjectives of quality.

1. straight
2. huge
3. orange
4. ancient
5. fishy

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-084	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Read aloud with fluency.
2. Highlight important points or facts from the reading text.

## Overview

**Prose** is the ordinary form of written or spoken English or any other language. It is any kind of writing that follows the regular rules of grammar and sentence structure.

Reading different kinds of prose can help develop your reading fluency. **Fluency** is the ability to read a text aloud accurately, quickly and with expression. It takes a lot of practice to read fluently, but when you do you will be able to better understand what you read.

Today, you will practise your reading fluency by reading a recipe. A recipe tells you how to prepare a dish. Common verbs used in recipes are 'cut', 'chop', 'add', 'stir', 'simmer', 'blend' and 'mix'. There are time markers that tell you the order in which to make the recipe. These are words like 'first', 'next' and 'finally'.

## Practice

### Activity 1

Practise reading the following recipe aloud. Do this three times to help your fluency.

1. First, cut the meat into small pieces and put in a pot.
2. Add water, some salt and boil for about 5–8 minutes, stirring occasionally.
3. Next, add the aubergines and pepper.
4. Then cook on a low heat until the vegetables are tender.
5. After that, chop the onion and tomatoes into small pieces. Add these to the soup. Allow it to simmer.
6. Remove and blend the cooked vegetables, then mix with them water.
7. Finally, return the vegetables to the soup and add the tomato puree. Allow the soup to simmer on a low heat until the meat is tender.

## Activity 2

Answer the following comprehension questions about the recipe.

1. How should you cut the meat for the recipe?
2. What do you do after you add the meat to the pot?
3. What heat should you cook the aubergines and peppers on?
4. What do you do with the onion and tomatoes after you chop them into small pieces?
5. How long do you simmer on low heat in the last step?
6. Do you think the meat stew will taste good?



<b>Lesson Title:</b> Prose (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-085	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Read aloud with fluency.
2. Highlight important points or facts from a dialogue.

### Overview

Remember, **prose** is the ordinary form of written or spoken English or any other language. It is any kind of writing that follows the regular rules of grammar and sentence structure.

Reading different texts helps you improve your reading fluency. **Fluency** is the ability to read a text aloud accurately, quickly and with expression. When you are able to read with fluency, you are more able to understand what you read.

You will practise your reading fluency by reading a dialogue. A dialogue is a conversation between two or more people. It is common to find dialogue in a book, play or film. When you read a dialogue, remember to read with expression. The punctuation in the dialogue will help you.

### Practice

#### Activity 1

Read the following dialogue aloud to practise your fluency.

Tamba:               How many black-eyed beans do I need for Binch Akara?

Mamie:               You need a pound.

Tamba:               And how many onions do I need?

Mamie:               One small one.

Tamba:               What about salt? How much do I need?

Mamie:               Two teaspoons.

Tamba:               Thanks! What do I have to do after that?

Mamie: Blend the beans with water. Strain the beans then mix them with onion.  
Add some salt, then cook the mixture in hot oil until it is brown.  
Delicious!

### Activity 2

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

1. Who knows the recipe?
2. Who is learning?
3. How much salt is needed to make Binch Akara?
4. What do you mix the beans with?
5. What colour should the mixture turn?
6. Do you think Tamba will prepare the meal well?

### Activity 3

Fill in the blanks with the correct word from the options provided in brackets.

1. How \_\_\_\_\_ (much/many) milk do you want in your tea?
2. Please \_\_\_\_\_ (cut/stir) the meat into large pieces.
3. How \_\_\_\_\_ (much/many) bananas do you need for the dessert?
4. Will you \_\_\_\_\_ (chop/blend) the flour and water together?
5. \_\_\_\_\_ (add/strain) the carrots to the stew.
6. \_\_\_\_\_ (simmer/add) the stew on low heat.

<b>Lesson Title:</b> Adjectives: Demonstrative Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-086	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Define demonstrative adjectives.
2. Identify and use demonstrative adjectives in sentences.

## Overview

**Demonstrative adjectives** modify (help to identify or describe) nouns and pronouns. They point out specific people or things. Demonstrative adjectives are useful when you want to point to something. They are most useful when you are speaking to someone who can see what you are talking about.

The demonstrative adjectives are: ‘these’, ‘that’, ‘this’ and ‘those’.

- ‘This’ and ‘that’ are singular.
- ‘These’ and ‘those’ are plural.
- ‘This’ and ‘these’ are used to describe something that is nearby.
- ‘That’ and ‘those’ are used to describe something that is farther away.

Examples:

This book is very interesting.

It will take a long time to reach that town.

These shoes are mine.

Can you see those children?

## Practice

### Activity 1

Look around you. Use ‘this’, ‘that’, ‘these’ or ‘those’ to talk about the things around you. Write a different sentence for each demonstrative adjective.

### Activity 2

Change the following sentences so they use the correct demonstrative adjective.

1. I have not seen this shoes in a while.
2. Would you like some of those orange?
3. That bananas are really ripe.
4. I think this car over there is going too fast.
5. Looking at these food is making me hungry.

<b>Lesson Title:</b> Adjectives: Demonstrative Adjectives (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-087	<b>Class:</b> JSS 1



**Learning Outcome**

By the end of the lesson, you will be able to explain the differences between singular and plural forms of demonstrative adjectives.

**Overview**

**Demonstrative adjectives** are used to identify specific nouns or pronouns. The demonstrative adjectives are: ‘this’, ‘that’, ‘these’ and ‘those’.

We use demonstrative adjectives to point to or identify something, especially if you are speaking to someone who can see what you are talking about.

When you use demonstrative adjectives, you need to pay attention to whether the noun is singular or plural. You also need to know if it is nearby or far away so that you use the correct demonstrative adjective.

The table below shows you when to use the different demonstrative adjectives.

Singular		Plural	
this (near)	This is a pencil.	these (near)	These are pencils.
that (far)	That is a tree.	those (far)	Those are trees.

**Practice**

**Activity 1**

Identify whether the following nouns are singular or plural.

1. road
2. animals
3. bus
4. people
5. eggs
6. market
7. man
8. women

## Activity 2

Make a sentence for each of the nouns from Activity 1 using demonstrative adjectives.

## Activity 3

Fill in the blank with the correct demonstrative adjective.

1. Where are \_\_\_\_\_ spices I bought in the market?
2. Can we get \_\_\_\_\_ new shoes?
3. Can we share \_\_\_\_\_ bottle of water on the table?
4. \_\_\_\_\_ book I'm holding is new.
5. I have to do \_\_\_\_\_ chores before I can play.

<b>Lesson Title:</b> Dictation and Spelling	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-088	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Listen attentively and write down what you hear.
2. Spell words correctly.

## Overview

**Spelling** is an important skill to learn. It helps you to become a better reader. It helps you to become a better writer too. Whether you are communicating through a letter or a text message, good spelling will help you to be better understood.

Remember to capitalise proper nouns. Proper nouns are nouns that refer to a specific person, place or thing. They can be the names of people, cities, countries, restaurants, special events or companies. You capitalise these no matter where they appear in a sentence.

Examples:

- I live in **Sierra Leone**.
- **Mrs Johnson** teaches at **Star Secondary School**.
- That planet is called **Jupiter**.
- I love to go to the **Ballanta Music Festival**.
- My best friend is named **Ana**.
- I work for **Eagle Air**.

## Practice

### Activity 1

Below are some new words and their definitions. Write a sentence for each new word. Try to write the word without looking at it.

1. celebration: a party or special event you have for an important occasion or holiday
2. parties: social events where food, drink and entertainment are provided
3. lantern: a light that has a covering over it that can be carried with a handle
4. culture: the beliefs, customs and arts of a particular group of people
5. independence: freedom from outside control
6. holiday: a special day of celebration

## Activity 2

Capitalise the proper nouns in the following sentences.

1. mount everest is the highest mountain in the world.
2. The african country with the largest population is nigeria.
3. The nile river is the longest river in africa.
4. rokel commercial bank is in freetown.
5. My uncle will run in the sierra leone marathon.

<b>Lesson Title:</b> Conversations	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-089	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Describe occasions and special events.
2. Discuss topics from a written text and be able to express yourself clearly.

## Overview

It is important to develop your **conversation skills**. This is your ability to talk with others about different topics.

Today, you will talk about and describe special events and occasions. For example, special events and festivals in Sierra Leone include the Tangains Festival, the Lantern Festival and Independence Day.

Celebrations are when people come together to honour or recognise something. These include religious or cultural holidays that your family celebrates. They also include birthdays or weddings.

## Practice

### Activity 1

Practise reading the following radio interview aloud.

#### My Favourite Event of the Year<sup>1</sup>

Interviewer: So, out of all the events in the Sierra Leonean calendar, which one is your favourite?

Interviewee: My favourite event of the year has got to be the Tangains Festival. Why? Because everything about Sierra Leone is on display for the world to see! Arts and craft, drama and dancing, football matches, traditional games, a beauty contest and lots of games for children. I think this event is interesting for us and for visitors too.

People from The Gambia, Mali and Ghana come to find out more about their neighbour. Is this festival your favourite as well?

<sup>1</sup> Adapted from <http://awoko.org/2011/12/22/tangains-festival-opens-today/>



## **Activity 2**

Answer the following comprehension questions about the radio interview in full sentences.

1. Which event is the interviewee's favourite?
2. Why is it her favourite?
3. What activities are there at the Tangains Festival?
4. Where do people come from for the festival?
5. What Sierra Leonean things are on display at the Tangains Festival?

## **Activity 3**

Describe a wedding or another celebration that you have been to in 3–5 sentences.

<b>Lesson Title:</b> Conversations (Continuation)	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-090	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Talk about occasions and special events.
2. Engage effectively in a range of group discussions on various grade JSS 1 topics, texts and issues, building on other pupils' ideas and expressing your own ideas clearly.

### Overview

When we speak, we often use small words or noises to give us more time to think about what we are going to say next. These small words and noises are called **fillers**.

Fillers are words and phrases such as:

- Well...
- The thing is...
- You know...
- You see...
- Wow!

Today, you are going to continue to discuss special occasions and events.

### Practice

#### Activity 1

Read the following dialogue between a taxi driver and a visitor. Pretend that you are the visitor and fill in the two blank spaces in the dialogue.

Taxi driver: Welcome to Sierra Leone! Have you visited here before?

Visitor: Yes I have, but well... that was 10 years ago.

Taxi driver: 10 years ago. Wow! That was a long time ago. Did you attend the Lantern Festival?

Visitor: The thing is... I was working last time I visited so I did not have the chance to attend. But you know... I am really excited to attend this year!

Taxi driver: What are you most excited about seeing?

Visitor: 1. \_\_\_\_\_

Taxi driver: Well, I hope you have a wonderful time! Maybe next time it won't take you 10 years to come back!

Visitor: 2. \_\_\_\_\_

## Activity 2

Interview a family member or friend about their favourite special occasion or event. Write a paragraph about it. Make sure you include the following:

- Who you interviewed.
- What their favourite special occasion or event is.
- Why it is their favourite.
- What happens at the event.
- How the event makes them feel.

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-091	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Write a short story about yourself and your friends.
2. Plan and organise ideas and thoughts in your story.

## Overview

**Creative writing** is writing that expresses the writer's thoughts and feelings. Writers use their imagination to create interesting stories. One type of creative writing is a short story.

There are three main parts of a short story:

- **introduction:** to introduce the characters and what the story will be about
- **main body:** where most of the story is told
- **conclusion:** where the story ends

It is important to plan your story and organise your ideas into an introduction, main body and conclusion before you start writing.

## Practice

### Activity 1

Read the following short story. Notice how it is organised into an introduction, body and conclusion.

#### The Coffee Cup in my Pocket

One day, as I was walking to school, I saw a strange object at the side of the road. I looked more closely and saw... a coffee cup! What was a coffee cup doing here?

I picked it up and brushed off the dust. It was dark red and very pretty. I decided to keep it and put it in my pocket. Further down the road, I found another cup. And then another one. I didn't have enough pockets for all these treasures!

I left them on the road and carried on walking to school. I still have that coffee cup to this day.

## Activity 2

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

1. What was the strange object that was found by the side of the road?
2. What did it look like?
3. Why did the storyteller leave the other cups on the side of the road?
4. Why do you think there were so many coffee cups on the road?

## Activity 3

Now write your own short story using the outline below. Write about a time when you were with your friends and something interesting happened. For example, maybe you met someone new or were caught in a rain storm.

Story Title

Introduction: A paragraph describing what the story will be about. Also, introduce the characters.

Main body: Most of the story is told here. Describe what happened to you and your friends.

Conclusion: Where the story ends.

Once you have finished writing, do the following:

- Check that your story has an introduction, main body and conclusion.
- Check for spelling and grammar errors.
- Read your story aloud to a friend or relative.
- Ask for their feedback.
- Revise your story to try and make it better.

<b>Lesson Title:</b> Interrogative Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-092	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Define interrogative adjectives.
2. Identify interrogative adjectives in sentences.

## Overview

**Interrogative adjectives** modify nouns. They are used in interrogative sentences.

**Interrogative sentences** are sentences that ask a question. Interrogative adjectives modify nouns found in the questions. The interrogative nouns are: 'which', 'whose' and 'what'.

- Use **which** if the speaker knows the options they can choose from.

Example: Which subject is your favourite?

- Use **whose** to ask about something belonging to a person.

Example: Whose book is that?

- Use **what** if the speaker does not know the options they can choose from.

Example: What book will you read tonight?

## Practice

### Activity 1

Identify the interrogative adjectives and the nouns they modify in the following sentences.

1. Which dog is yours?
2. What colour do you want to use in your painting?
3. Whose shirt is this?
4. Which car was involved in the accident?
5. What house is hers?
6. Whose umbrella is this?

## Activity 2

Fill in the blanks with the correct interrogative adjective.

1. \_\_\_\_\_ is your name?
2. \_\_\_\_\_ school do you go to?
3. \_\_\_\_\_ movie do you want to see?
4. \_\_\_\_\_ daughter is that?
5. \_\_\_\_\_ hat is that?

<b>Lesson Title:</b> Interrogative Adjectives (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-093	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to use interrogative adjectives to ask questions.

## Overview

**Interrogative adjectives** modify nouns found in the questions. ‘Whose’, ‘what’ and ‘which’ are all interrogative adjectives.

- We use **which** if the speaker knows there are options to choose from. Which is more formal than what.

Example: Which game should we play?

- We use **whose** to ask about something belonging or related to a person.

Examples: Whose car is that? Whose daughter is that?

- We use **what** if the speaker does not know the choice of available options to choose from. What is less formal than which.

Example: What recipe will you make?

Not all sentences that use ‘whose’, ‘what’ and ‘which’ use the words as interrogative adjectives. There must be a **noun immediately after the word** for an interrogative adjective.

For example, the following sentences are **not** interrogative adjectives:

- What are you doing tomorrow?
- Which of these is yours?

## Practice

### Activity 1

Match the following questions to the correct answers.

- |  |  |
|--|--|
| 1. What fruit is available at the store? | a. It must be Sarah’s. She left in a hurry.      |
| 2. Whose jacket is this?                 | b. Get the vanilla with the strawberry frosting. |
| 3. Which store sells car parts?          | c. Bananas, mangoes and oranges.                 |



4. What cake should I get?
5. Whose house is that?
- d. That is my grandmother's. See, she is in her garden.
- e. JoJo Auto Supply

### **Activity 2**

Identify which of the following questions are examples of 'whose', 'what' and 'which' being used as interrogative adjectives.

1. What are we going to have for dinner?
2. Which pencil is mine?
3. What happened to the fire?
4. Whose book bag was left here?
5. Which are yours?

### **Activity 3**

Write six different sentences using 'whose', 'what' and 'which' as interrogative adjectives (two sentences for each interrogative adjective).

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-094	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Understand the main events in a story.
2. Describe the main characters in a story.

## Overview

**Prose** includes many different types of writing. A novel or story is an example of prose.

When you read a story, it is important to be able to understand the main events. You need to know what happened in the story and how that affected the different characters. You also need to understand the main characters. These are the most important characters in a story. When you read, think about the characters. You want to be able to describe what they look like, how they behave and what their characteristics are.

Today you will read part of the summary of a novel called *James and the Giant Peach*. This is a British novel written for young people in 1961 by Roald Dahl.

The following definitions can help you understand the vocabulary in the story:

- orphan: a child with no parents
- cruel: mean, not kind
- magic: with supernatural powers
- giant: very, very big
- secretly: without other people knowing
- insects: very, very small animals, usually with lots of legs

## Practice

### Activity 1

Read the following excerpt from the story.

#### James and the Giant Peach

by Roald Dahl

Once upon a time, there was a young boy called James. He became an orphan when a rhinoceros ate his parents, so he went to live with his two old aunts. They were very cruel to him and he was very lonely. One day, a kind, friendly man appeared and gave James a bag of

magic beans. He put them in the ground near a tree and very soon the beans produced a peach on the tree. The peach started to grow and grow and grow and didn't stop growing. His aunts told him to stay away from the strange giant peach but one night he secretly visited it. He saw a hole at the bottom of the peach and he climbed inside. It was a giant magic peach and inside it James met lots of giant magic insects, but James was not afraid. He was very brave and...

### **Activity 2**

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

1. What happened to James's parents?
2. What happened to the magic beans?
3. When did the peach stop growing?
4. What did James do when his aunts told him to stay away from the peach?
5. What did James find inside?
6. What do you think will happen next?

### **Activity 3**

Use the following vocabulary words in a sentence.

1. orphan
2. cruel
3. giant
4. secretly
5. insects

<b>Lesson Title:</b> Prose (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-095	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify the main events in the story.
2. and make notes on the story content.

## Overview

A story is a type of **prose**. When you read a story, you need to identify the main events. These are the most important things that happen in a story. When you know the main events, you can **summarise** the story. To summarise the story you write the main points in your own words.

You can use the summary writing guide below to help you summarise a story:

### Summary Writing Guide

1. Somebody... (Who is the story about?)
2. Feeling... (How did the main character/s feel? Why?)
3. Met... (Who did the main character meet?)
4. Then... (What happened?)
5. Ending... (How did the story end? In this case, the story will not be finished so you can choose how the story ends.)

Today you will continue to read about Roald Dahl's novel *James and the Giant Peach*. The main characters in this story are James, his aunts and the man with the magic beans.

## Practice

### Activity 1

Read the following excerpt from the story.

#### James and the Giant Peach

by Roald Dahl

Once upon a time there was a young boy called James. He became an orphan when a rhinoceros ate his parents, so he went to live with his two old aunts. They were very cruel to him and he was very lonely. One day, a kind, friendly man appeared and gave James a bag of magic beans. He put them in the ground near a tree and very soon the beans produced a peach on the tree. The peach started to grow and grow and grow and didn't stop growing.

His aunts told him to stay away from the strange giant peach but one night he secretly visited it. He saw a hole at the bottom of the peach and he climbed inside. It was a giant magic peach and inside it James met lots of giant magic insects, but James was not afraid. He was very brave and...

### **Activity 2**

Use the summary writing guide to help you write a summary of *James and the Giant Peach*. When you have finished, check the following:

1. Check each step of the Summary Writing Guide to make sure your summary is complete.
2. Check for spelling and grammar errors.
3. Rewrite your summary to correct any mistakes (if needed).

### **Activity 3**

Create your own 3–5 sentence ending to the story of *James and the Giant Peach*.

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-096	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Define prepositions.
2. Identify and use prepositions in sentences.

### Overview

A **preposition** shows the relationship between a noun, a pronoun and other words in a sentence. There are many different types of prepositions.

**Prepositions of place** show where something or someone is located. They are used to describe the location of something.

The table below gives examples of some common prepositions of place.

Preposition of Place	Example
in	There is a ball in the basket.
on	The clock is on the wall.
under	My pencil is under the chair.
in front of	She stood in front of me.
behind	There is a chair behind the desk.

### Practice

#### Activity 1

Fill in the blanks using the correct preposition of place.

1. There is a flower \_\_\_\_\_ the vase.
2. The picture is \_\_\_\_\_ the wall.
3. There is carpet \_\_\_\_\_ the floor.
4. The ball rolled \_\_\_\_\_ the table.
5. There are cleaning supplies \_\_\_\_\_ that closet door.

## **Activity 2**

Use prepositions of place to describe a room. You can use your imagination to answer the following questions.

1. Where is the chair?
2. Where are the dishes?
3. Where are your shoes?
4. Where are your exercise books?
5. Where is your Pupils' Handbook?

<b>Lesson Title:</b> Prepositions (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-097	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to use prepositions to describe the location of places in a village or town.

## Overview

**Prepositions of place** are used to show where something or someone is located. Remember, a preposition shows the relationship between a noun, a pronoun and other words in a sentence.

The table below gives examples of how to use prepositions of place. Notice how they describe the location of something. The first three are new to this lesson.

Preposition of place	Example sentence
next to	The church next to the clinic.
opposite	The market is opposite the mosque.
between	The bank is between the supermarket and the bookshop.
in	There is a ball in the basket.
on	There is a clock on the wall.
under	My pencil is under the chair.
in front of	There is a coat in front of the desk.
behind	The blue chair is behind the desk.

## Practice

### Activity 1

Fill in the blanks using the most appropriate preposition of place.

- Every morning I get \_\_\_\_\_ a bus to go to school.
- The letter 'B' is \_\_\_\_\_ the letter 'A' and the letter 'C' in the alphabet.
- I dropped my pencil and it rolled. It is \_\_\_\_\_ the table.
- Look! There is the store we want across the street. It is \_\_\_\_\_ us.
- The latrines are lined up side by side. They are \_\_\_\_\_ one another.



## Activity 2

Choose the best answer from the multiple choice options given.

1. Sierra Leone is \_\_\_\_\_ Guinea.
  - a. on
  - b. next to
  - c. between
2. My house is \_\_\_\_\_ my grandmother's house.
  - a. under
  - b. on
  - c. opposite
3. The grocery store is \_\_\_\_\_ the bank and the clinic.
  - a. between
  - b. under
  - c. in
4. My friend is \_\_\_\_\_ me in the queue.
  - a. between
  - b. in front of
  - c. on
5. The band is \_\_\_\_\_ us in the parade.
  - a. under
  - b. opposite
  - c. behind

## Activity 3

Write a sentence for each of the following prepositions of place:

1. between
2. opposite
3. behind

<b>Lesson Title:</b> Narrative Composition	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-098	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to give and receive feedback on your narrative compositions.

## Overview

Making mistakes is part of learning a language. It is important that we are able to give and receive feedback. **Feedback** is when you share your opinion about someone's work. You identify what is good and also mistakes or things that could be done better. It is important to help us check our work and check others' work as well.

When you give feedback about a narrative composition, you can talk about different things. For example, the grammar, spelling, punctuation and vocabulary.

When we give feedback, we try to first say something good about the work and then make a suggestion for improvement. For example, 'I really like the characters in your story, Emivia! However, I noticed that there is a spelling mistake here.'

## Practice

### Activity 1

Find and correct the mistakes in the following sentences.

1. I go to the beach yesterday.
2. I do not want to go back to bo river. it scared me.
3. My little sister tried to cooked dinner yesterday.
4. Can someone please help me
5. June play netball every Saturday.
6. That is Fatus dress.

### Activity 2

Read the following paragraph and give feedback on it. Remember that feedback should identify what is good about the paragraph and then make suggestions for improvement.

my favourite place to be is up in a tree. I love to feel the gentle breezes on my face. The leaves are brush together and make me feel calm. I look at everything arond me, but no one can see me. I hide and pretend that I am king of a castle The birds are my loyal subjects.

<b>Lesson Title:</b> Shakespearean Text (Abridged Form)	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-099	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Read, dramatise and role play scenes from the play.
2. Discuss details of the play.

## Overview

William Shakespeare was a famous English writer who lived more than 400 years ago. He wrote many poems and plays that people still enjoy today. In JSS 1 you have already looked at *Romeo and Juliet*.

Now you are going to study a Shakespeare play about the relationship between a husband and wife. It is called *The Taming of the Shrew*.

There are five main characters in the play:

- Katherine (Kate is a short name for Katherine) and Bianca (sisters)
- Baptista (Kate and Bianca's father)
- Lucentio (a man who loves Bianca)
- Petruchio (a man who agrees to marry Kate)

A shrew is a small animal like a mouse. It has a bad temper. It gets angry very easily. At the beginning of the play Kate is like a shrew. She is also clever and strong. Her husband, Petruchio, tries to 'tame' her. This means that he tries to make her obey him. At the end of the play she does what her husband tells her.

## Practice

### Activity 1

Read the following two excerpts aloud. The first is a summary of *The Taming of the Shrew*. The second is a short speech by Kate (Katherine) at the end of the play. In the speech, Kate tells the other characters that it is important to obey and respect your husband.

#### Plot summary: *The Taming of the Shrew*

In Italy a young man called Lucentio wants to marry a beautiful woman called Bianca. Her father Baptista says no one can marry her until her older, bad-tempered sister Katherine is married. Petruchio wants to marry a rich woman and does not care about her character. He agrees to marry Katherine without seeing her. Katherine does not like him, but Petruchio tells her father that she has agreed to marry him. Bianca marries Lucentio and Katherine becomes a happier woman who finally obeys her husband.

Kate's speech in *The Taming of the Shrew* (Act 5, Scene 2)

Girls, girls! Wipe those frowns off your faces and stop rolling your eyes. This disrespectful attitude toward the man who is your lord, your king, your governor spoils your beauty the way the frosts of winter spoil the land. It is bad for your reputations. It is not fitting or attractive. An angry woman is like an upset fountain – muddy, unpleasant, lacking in beauty. And in this condition, no one – however dry or thirsty he may be – will bend down to sip or touch one drop of it.

**Activity 2**

Answer the following comprehension questions in full sentences.

1. Who wants to marry Bianca?
2. Why won't her father, Baptista, allow Bianca to marry?
3. What kind of woman does Petruchio want to marry?
4. Do Petruchio and Kate meet before he agrees to marry her?
5. What happens to Kate in the end?
6. What do you think about Kate's speech?

<b>Lesson Title:</b> Shakespearean Text (Abridged Form, Continuation)	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-100	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Discuss details of the play.
2. Read out a speech from the play with expression.

## Overview

*The Taming of the Shrew* is a comedy. William Shakespeare wrote it to make people laugh.

Remember that there are five main characters in the play:

- Katherine (Kate is a short name for Katherine) and Bianca (sisters)
- Baptista (Kate and Bianca's father)
- Lucentio (a man who loves Bianca)
- Petruchio (a man who agrees to marry Kate)

Remember, a shrew is a small animal like a mouse that gets angry very easily. At the beginning of the play Kate is like a shrew. She is also clever and strong. Her husband, Petruchio, tries to 'tame' her (make her obey him). At the end of the play she does what her husband tells her.

You will practise reading part of the play aloud. Remember, when you are reading aloud, you must pay attention to punctuation. A short pause is needed when you come to a comma in the text. A longer pause is needed when you come to a full stop.

## Practice

### Activity 1

Read the following speech aloud. A speech is performed in front of an audience. Remember to use expression to show how the character feels.

#### Kate's speech in *The Taming of the Shrew* (Act 5, Scene 2)

Girls, girls! Wipe those frowns off your faces and stop rolling your eyes. This disrespectful attitude toward the man who is your lord, your king, your governor spoils your beauty the way the frosts of winter spoil the land. It is bad for your reputations. It is not fitting or attractive. An angry woman is like an upset fountain – muddy, unpleasant, lacking in beauty. And in this condition, no one – however dry or thirsty he may be – will bend down to sip or touch one drop of it.

## Activity 2

Answer the following comprehension questions about Kate's speech in full sentences.

1. Who is Kate speaking to during her speech.
2. What does 'wipe those frowns off your faces' mean?
3. What does Kate think that being disrespectful does to beauty?
4. How is an angry woman like an upset fountain?

## Answer Key – JSS 1 Term 2

Answer Key- JSS 1 Term 2
<b>Lesson Title:</b> Possessive Pronouns
<b>Practice Activity:</b> PHL-07-051

### Activity 1

1. its.
2. mine
3. theirs
4. yours
5. his
6. hers
7. ours

### Activity 2

Example answers:

1. This pen on the ground is yours.
2. His hair is cut short now.
3. That coat on the rack is mine.
4. That bike is ours.
5. Its tail is long.
6. The book is hers.
7. The car is theirs.

<b>Lesson Title:</b> A Drama-Based Story
<b>Practice Activity:</b> PHL-07-052

### Activity 2

1. Abdul and Francis wanted to work on the presentation.
2. Abubakarr was so tired from all his swimming.
3. Abubakarr did not want to read the presentation because the other two knew the presentation better than he did.
4. Francis agreed to pretend they worked together because Abubakarr was their friend.
5. Abubakarr might be a good friend, but not at this time. He put his friends in a bad situation because he did not want to work. They either have to tell the teacher he did not work or they pretend with him and the whole group gets into trouble. That is not what a good friend does.

### Activity 3

Example sentences:

1. I had to give a presentation to the class about my family.
2. I saw a large poster about the health clinic in town.
3. I won a prize for winning the race.

When I was younger, I liked to pretend I was a doctor.

<b>Lesson Title:</b> The Past Continuous Tense
<b>Practice Activity:</b> PHL-07-053

### Activity 1

1. was helping
2. was not playing
3. were watching
4. were walking
5. was going
6. were not studying

### Activity 2

Example answers:

1. I was doing my chores last weekend.
2. I was studying with my brother last night.
3. I was celebrating the holidays with my family last December.
4. I was playing in the football match last week.

<b>Lesson Title:</b> The Past Continuous Tense (Continuation)
<b>Practice Activity:</b> PHL-07-054

### Activity 1

1. I was watching the game when the storm started.
2. You were waiting for the teacher when the bell rang.
3. They were running to school when lightning struck.
4. He was laughing when the bird flew by.
5. The baby was crawling when the food was served.

### Activity 2

1. I was not laughing at the jokes.



2. We were not eating beans and rice for dinner.
3. Armando was not playing after school.
4. They were not stealing fruit from the market.
5. You were not riding your bicycle to Marie's house.

### Activity 3

1. Was I laughing at the jokes?
2. Were we eating beans and rice for dinner?
3. Was Armando playing after school?
4. Were they stealing fruit from the market?
5. Were you riding your bicycle to Marie's house?

<b>Lesson Title:</b> A Selected Poem
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<b>Practice Activity:</b> PHL-07-055
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### Activity 1

1. alliteration
2. hyperbole
3. alliteration
4. simile
5. hyperbole
6. hyperbole
7. alliteration
8. simile

### Activity 2

Example sentences:

1. hyperbole – That man is the size of a house.
2. alliteration – The pesky parrot pranced through the park.
3. simile – She ate like a tiger.

<b>Lesson Title:</b> Composition Narrative Essay
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<b>Practice Activity:</b> PHL-07-056
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### Activity 1

Example questions:

1. What was the celebration for?
2. Where did her uncle come from?

3. How did her uncle get there?
4. What did her mother bake?
5. What did they do at the party?

### Activity 2

Last Christmas **was** the best Christmas I have ever **had**. My whole family **was** together and we **ate** a huge feast! My grandparents, aunts, uncles and cousins **were** there. We **went** to church together and we **sang** carols. We **gave** small gifts to each other and we **played** on the beach.

### Activity 3

Example outline:

#### My First Trip to the Tokeh

Introduction:

1. I went to the beach with my family for the first time.
2. We went to Tokeh beach over the summer holiday.

Main body:

1. First my family and I found a place to sit on the busy beach and laid out blankets.
2. Then my brothers and sisters and I all ran to the ocean, but we felt a little scared.
3. We had a great time in the waves and also building houses out of sand.

Conclusion:

1. After we ate the lunch we brought with us, we packed up to go home.
2. We had so much fun. It was the best time ever!

<b>Lesson Title:</b> Composition: Narrative Essay (Continuation)
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<b>Practice Activity:</b> PHL-07-057
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### Activity 2

1. false
2. true
3. true
4. false
5. true

### Activity 3

Example essay:

#### My First Trip to Tokeh

My family and I went to the beach for the very first time. We went over the last summer holiday. We visited Tokeh beach.

When we first arrived, my family and I found a place to sit on the busy beach. We laid out blankets. The ocean was so big and blue! My brothers and sisters and I all ran to the ocean to jump in but felt scared. The waves crashed and came rushing to us. After a while, I finally went into the water up to my chest. It was a wonderful feeling. I felt so light. We had a great time in the waves and building houses out of sand.

After playing for some time, we had lunch on the beach. My mother had packed it from home. Then we packed up all of our stuff and went home. We all had so much fun. It was the best day ever!

<b>Lesson Title:</b> Punctuation and Intonation
<b>Practice Activity:</b> PHL-07-058

### **Activity 1**

1. false
2. true
3. true
4. false
5. false

### **Activity 2**

1. down
2. down
3. up
4. up
5. down
6. down

<b>Lesson Title:</b> The Present Continuous Tense
<b>Practice Activity:</b> PHL-07-059

### Activity 1

Hello friend! Today is a beautiful day. The sun **is shining** and I **am walking** in my garden. My sister **is playing** in the dirt. She is only three years old and that is her favourite thing to do. I try to imagine what you **are doing**! Maybe you **are running** in a race. Maybe you **are eating** breakfast. My mother **is calling** me now, so I have to go. I hope to talk to you soon.  
Goodbye.

### Activity 2

Example sentences:

1. The president is working hard in his office.
2. The pig at the farm is rolling in mud.
3. My best friend is eating dinner with her family.
4. My mother and father are working.
5. My classmates and I are studying.

<b>Lesson Title:</b> The Present Continuous Tense (Continuation)
<b>Practice Activity:</b> PHL-07-060

### Activity 1

1. are
2. is
3. is
4. are
5. are

### Activity 2

Example sentences:

1. They are not dancing at the party.
2. He is not jogging around the track.
3. We are not moving into a new house.
4. You are reading a new book.
5. The bird is searching for its nest.
6. I am drinking water.

### Activity 3

Example questions:

1. Are they dancing at the party?
2. Is he jogging around the track?
3. Are we moving into a new house?
4. Are you reading a new book?
5. Is the bird searching for its nest?
6. Am I drinking water?

<b>Lesson Title:</b> Reading Newspapers or Magazines
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<b>Practice Activity:</b> PHL-07-061
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### Activity 2

1. The writer thinks that children will learn on laptops and tablets in the future.
2. The laptops and tablets will be powered by solar energy.
3. Yes, the author thinks that the materials will be fun and interesting.
4. Yes, you will still need a teacher to guide you in your studies.
5. You would work with your friends in the classroom by working in pairs and groups.
6. Answers will vary. Example: I agree with the writer because people are already using computers in schools.

### Activity 3

Example sentences:

1. My school has a computer lab that I use sometimes.
2. Laptops are nice because they work for a short time even when the power is out.
3. Tablets look like very big smartphones.
4. My uncle has a shop that uses solar energy.
5. We use a lot of different materials in art class.

<b>Lesson Title:</b> Reading Newspapers or Magazines (Continuation)
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<b>Practice Activity:</b> PHL-07-062
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### Activity 2

1. The Arctic ice is melting.
2. Animals in the north are losing their habitats.
3. Polar bears have nowhere to go because the warmer weather causes ice caves to collapse and they like to hibernate in ice caves.
4. Whales, caribou and seals are also suffering.
5. When the Arctic ice melts, the sea level rises.
6. Some scientists think that if enough ice melts then entire islands and cities could disappear under the sea.

### Activity 3

Example summary:

Global warming is a problem for everyone. In the north, when the Arctic ice melts, it affects many animals. Sea levels are rising as the Arctic ice melts. Because of this, scientists also think that people who live near the sea might be in danger.

<b>Lesson Title:</b> The Simple Future Tense
<b>Practice Activity:</b> PHL-07-063

### Activity 1

1. We shall/will go to the school play this weekend.
2. I shall/will eat so much dessert.
3. My mother and sister will play a game after dinner.
4. The storm will pass.
5. Jonathan will win the race.

### Activity 2

Example sentences:

1. Will you go to the park with me?
2. I shall meet you in the morning.
3. I will not study tonight.
4. Shall we walk home?
5. You will do well in the exam.

<b>Lesson Title:</b> The Simple Future Tense (Continuation)
<b>Practice Activity:</b> PHL-07-064

### Activity 1

1. He'll go to the store after school.
2. We shan't attend the wedding next month.
3. I won't leave early.
4. They'll have to find their own way home.
5. We shall be there at 8 o'clock.
6. It'll still be there when we get back.
7. I won't be having tea this morning.

## Activity 2

Example sentences:

1. This morning, we'll clean the dishes quickly.
2. After class, I'll go straight to my friend's house.
3. This weekend, we shall start the investigation.
4. Next Tuesday, he'll go to the netball game.
5. After they do their homework, they'll relax.

## Activity 3

Example sentences:

1. Tomorrow evening, I won't be able to go out.
2. Monday morning, we won't forget our homework.
3. Next month, we shan't attend the festival.
4. This afternoon, Bintu won't have to stay after school.
5. This weekend, it won't rain.

<b>Lesson Title:</b> Pronunciation: Consonant Sounds
<b>Practice Activity:</b> PHL-07-065

## Activity 2

1. bread
2. burned
3. disaster
4. beach
5. dusk
6. delicious

<b>Lesson Title:</b> Drama/Play
<b>Practice Activity:</b> PHL-07-066

## Activity 2

1. The quote from Marcellus is from Act 1.
2. There are three different characters represented: Marcellus, Polonius and Hamlet.
3. The quote from Hamlet is from Act 3, Scene 1.
4. The line means that you should be true to yourself above everything else.
5. A monologue is when a character from a play is speaking alone.

<b>Lesson Title:</b> Drama/Play (Continuation)
<b>Practice Activity:</b> PHL-07-067

### Activity 2

1. visage
2. eternity
3. veiled
4. woe
5. customary

### Activity 3

1. Hamlet feels sad and depressed.
2. Hamlet's father is murdered by his uncle, Claudius.
3. Hamlet decides to seek revenge.
4. Hamlet accidentally kills Polonius.
5. Everyone dies in the end.

<b>Lesson Title:</b> The Future Tense (Continuation)
<b>Practice Activity:</b> PHL-07-068

### Activity 1

1. Sara won't play with us after school.
2. I shall visit my grandmother tomorrow.
3. My friends and I won't see a movie tonight.
4. We shan't go to the party tomorrow.
5. He'll help us with our homework after school.

### Activity 2

I'll be walking home from school today. **We'll** stop to play in the field. Then, **they'll** go home and I'll walk to the store. **It'll** be busy in there. I'll quickly grab my things and go.



**Lesson Title:** Informal Letters

**Practice Activity:** PHL-07-069

### Activity 1

Example letter:

	456 River Road, Freetown. 13 <sup>th</sup> June 2018.
Hi Mity, Thanks for your letter. I'm happy that you wrote to me! I've been very busy at school, but the exams are almost over. I'm looking forward to the summer holidays too! I'm sorry to say that I won't be able to see <i>Hamlet</i> with you next Saturday. I already have plans to attend a wedding with my family. Thank you so much for thinking of me. Let's get together during the summer. I can't wait to catch up.	
	Love from, Bintu

### Activity 2

1. You can write an informal letter to friends or relatives.
2. Features: address, date, greeting, introduction, body, closing, name.
3. You write the date on the top right-hand corner underneath the address.

**Lesson Title:** Dictation and Spelling

**Practice Activity:** PHL-07-070

### Activity 2

Example sentences:

1. Hamlet planned to murder his uncle.
2. After I did poorly on my exams I was depressed.
3. A Danish person came to visit our village.
4. When my sister plays tricks on me, I want to get revenge.

<b>Lesson Title:</b> A Comprehension Passage
<b>Practice Activity:</b> PHL-07-071

### Activity 2

1. Francis, Michael and Samuel were Edward's sons.
2. The people in the village would choose the best gift.
3. Francis brought a car full of sweets.
4. Michael brought a car full of delicious food.
5. The two brothers were angry.

### Activity 3

Example sentences:

1. I want to be a millionaire.
2. Samuel was Edward's chosen heir.
3. She stretched her arm to reach the top shelf.
4. My parents praise my good grades.
5. My mother taught me that it is important to respect elders.

<b>Lesson Title:</b> A Comprehension Passage (Continuation)
<b>Practice Activity:</b> PHL-07-072

### Activity 1

1. praise
2. millionaire
3. reach
4. elders
5. respect
6. heir

### Activity 3

1. They thought Samuel should respect them because they are his elders.
2. Samuel tricked his brothers by hiding their share of the money in their houses.
3. A real wise man knows that money is nothing without family.
4. The moral of the story is not to let money come between important relationships.

<b>Lesson Title:</b> Possessive Nouns
<b>Practice Activity:</b> PHL-07-073

### Activity 1

1. dad's
2. mum's m
3. mother's
4. uncles'
5. grandmother's

### Activity 2

Example sentences:

1. My cousins' father is coming to the house this evening.
2. I will visit my father's mother next weekend.
3. I am never happy when my aunt's children come to play.
4. My grandmother's mother is almost 100 years old!

<b>Lesson Title:</b> Possessive Nouns (Continuation)
<b>Practice Activity:</b> PHL-07-074

### Activity 1

Example sentences:

- Fatmata is my father's aunt.
- Kamara is my father's uncle.
- Doris is my mother's sister.
- Susan is my mother's mother.

### Activity 2

1. The **ants'** trail led to some old food.
2. My **sister's** bedroom is a mess!
3. Did you clean up the **cows'** pen?
4. My **father's** clothes are clean.
5. All the **pupils'** homework was turned in on time.

<b>Lesson Title:</b> Pronunciation: Long and Short 'u' Sounds
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<b>Practice Activity:</b> PHL-07-075
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### Activity 2

1. long
2. short
3. short
4. long
5. short
6. short
7. long
8. long
9. long
10. long
11. short
12. long

<b>Lesson Title:</b> Guided Writing Summary
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<b>Practice Activity:</b> PHL-07-076
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### Activity 2

Sample summary:

*The Millionaire's Heir* is a story about an old millionaire and his three sons. The father wanted to decide who would be his heir so he created a test for his sons. The son who won the test would be his heir. The three sons completed the test and the youngest son won.

### Activity 3

1. Who is the story about? Three brothers – Samuel, Francis and Michael
2. What did the main character want? Samuel wanted to teach his brothers a lesson.
3. What was the problem? Samuel's brothers were trying to plot against him.
4. What did the characters do to solve the problem? Michael and Francis tried to rob Samuel, but Samuel had already moved the money to their own houses.
5. How did the story end? The three brothers promised to never let money come between them again.

<b>Lesson Title:</b> Poetry
<b>Practice Activity:</b> PHL-07-077

### Activity 2

beautiful, unappreciated, green, cool, calm, serene, hospitable, warm, desolate, blessed

### Activity 3

1. nature
2. slavery
3. love

<b>Lesson Title:</b> Poems
<b>Practice Activity:</b> PHL-07-078

### Activity 2

1. g
2. d
3. h
4. b
5. a
6. c
7. e
8. f

### Activity 3

Example answers:

1. The city is never quiet, even at night.
2. It was raining so hard that it felt like the rain was beating the house.
3. The wind blew the flowers and made them sway.
4. The fire alarm was really loud.
5. The sun kept going behind the clouds and coming back out again.

<b>Lesson Title:</b> Adjectives
<b>Practice Activity:</b> PHL-07-079

### Activity 1

1. spotted, brown
2. torn, dirty
3. cold
4. sweet, delicious
5. blue, green, red

### Activity 2

Example sentences:

1. The loud pupil yelled in the hall.
2. A small spider lives in its web in the corner.
3. The fabric for my dress is going to be soft.
4. The river is deep.
5. The wedding was very colourful.

### Activity 3

Example sentences:

1. The yellow moon was high in the sky.
2. My kind mother is always helping me.
3. My uniform is blue and gold.
4. My small, old house is comfortable.
5. The tree in the yard is tall and green.

<b>Lesson Title:</b> Adjectives (Continuation)
<b>Practice Activity:</b> PHL-07-080

### Activity 1

Example adjectives:

1. fat, pink
2. loud
3. ripe, juicy
4. delicious
5. small, blue

## Activity 2

1. dirty kitchen
2. old, crumbling building
3. red, white shirt
4. tired friend
5. beautiful, colourful painting

## Activity 3

1. beautiful
2. new
3. highest
4. sweet
5. cold

<b>Lesson Title:</b> Poetry
<b>Practice Activity:</b> PHL-07-081

## Activity 1

Example diamond poem:

Mother  
strong, nice  
helping, giving, loving  
woman, worker, wife, protector  
cleaning, teaching, smiling  
young, smart

Mother

## Activity 2

Example diamond poem:

Birthdays  
fun, special  
laughing, playing, eating  
family, cake, gifts, friends  
smiling, wishing, celebrating  
exciting, happy

Birthdays

<b>Lesson Title:</b> Adjectives: Adjectives of Quality
<b>Practice Activity:</b> PHL-07-082

### Activity 1

1. many
2. much
3. much
4. many
5. many
6. much
7. many
8. much

### Activity 2

Last weekend I went to a wedding. It was so much fun! The bride was **beautiful**. She wore a **long, colourful** dress. All the guests were dressed up in the most **wonderful** clothes. The food was **spicy** and **delicious**. The **best** part was the cake. It was **huge**! It was so **sweet** and **sticky**. I never wanted the wedding to end!

<b>Lesson Title:</b> Adjectives: Adjectives of Quality (Continuation)
<b>Practice Activity:</b> PHL-07-083

### Activity 1

Example answers:

1. green
2. tiny, black
3. juicy, bitter
4. wide
5. new, modern

### Activity 2

Example sentences:

1. The road was straight and went on for miles.
2. The building was huge!
3. My favourite shirt is orange.
4. We visited an ancient burial ground on our trip.
5. The market smelled fishy.



<b>Lesson Title:</b> Prose
<b>Practice Activity:</b> PHL-07-084

### Activity 2

1. Cut the meat into small pieces.
2. Add some salt and water and boil for 5–8 minutes.
3. Cook the aubergines and peppers on low heat.
4. After you cut up the onion and tomatoes, add them to the soup and simmer.
5. Simmer on low heat until the meat is tender.

Answers will vary

<b>Lesson Title:</b> Prose (Continuation)
<b>Practice Activity:</b> PHL-07-085

### Activity 2

1. Mamie knows the recipe.
2. Tamba is learning how to make the recipe.
3. Two teaspoons are needed.
4. You mix the beans with onion.
5. The mixture should turn brown.
6. Answers will vary. Tamba may do a good job because Mamie has provided good guidance, or may not because he has never made it before.

### Activity 3

1. much
2. cut
3. many
4. blend
5. add
6. simmer

<b>Lesson Title:</b> Adjectives: Demonstrative Adjectives
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<b>Practice Activity:</b> PHL-07-086
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### Activity 1

Example sentences:

1. That tree outside the window is old.
2. Those houses over there belong to my cousins.
3. This pencil I am using is sharp.
4. These books are heavy.

### Activity 2

1. I haven't seen these shoes in a while.
2. Would you like some of this orange?
3. Those bananas are really ripe.
4. I think that car is going too fast.
5. Looking at this food is making me hungry.

<b>Lesson Title:</b> Adjectives: Demonstrative Adjectives (Continuation)
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<b>Practice Activity:</b> PHL-07-087
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### Activity 1

1. singular
2. plural
3. singular
4. plural
5. plural
6. singular
7. singular
8. plural

### Activity 2

Example sentences:

1. That road is very long.
2. Those animals look hungry.
3. This bus is going to Bo.
4. Those people are marching in a parade.
5. I bought these eggs from my neighbour.

6. This market has everything we need.
7. That man is my father.
8. Those women are related to me.

### Activity 3

1. Where are those spices I bought in the market?
2. Can we get these new shoes?
3. Can we share that bottle of water on the table?
4. This book I'm holding is new.
5. I have to do these chores before I can play.

<b>Lesson Title:</b> Dictation and Spelling
<b>Practice Activity:</b> PHL-07-088

### Activity 1

Example sentences:

1. There was a celebration at my aunt's house for her birthday.
2. I always have a good time at school parties.
3. I use a lantern at night when the sun goes down.
4. The culture of my family's tribe goes back hundreds of years.
5. When I move out of my father's house, I will have my independence.
6. My favourite holiday is Eid.

### Activity 2

1. Mount Everest is the highest mountain in the world.
2. The African country with the largest population is Nigeria.
3. The Nile River is the longest river in Africa.
4. Rokel Commercial Bank is in Freetown.
5. My uncle will run in the Sierra Leone Marathon.

<b>Lesson Title:</b> Conversations
<b>Practice Activity:</b> PHL-07-089

### Activity 2

1. The interviewee's favourite event is the Tangains Festival.
2. It is her favourite because everything about Sierra Leone is on display for the world to see.
3. There are arts and crafts, drama and dancing, football matches, traditional games and a beauty contest.
4. People come from The Gambia, Mali and Ghana for the event.
5. Answers will vary. Examples: food, dance, clothes

### Activity 3

Example paragraph:

My cousin's wedding was a colourful event. There was loud music and dancing. I saw many relatives that I had not seen in a very long time. The food was delicious and the wedding cake was even better.

<b>Lesson Title:</b> Conversations (Continuation)
<b>Practice Activity:</b> PHL-07-090

### Activity 1

Example answers:

1. I am most excited about seeing all of the beautiful lanterns light up the night sky. I think they will look like a million stars!
2. Ha! Yes, I hope I will not stay away for 10 years either. This is a beautiful country.

### Activity 2

Example paragraph:

Today, I interviewed my mother about her favourite special occasion. My mother's favourite special occasion is New Year's Eve. It is her favourite because she likes the feeling of having a fresh start for the new year. She also likes staying up late and celebrating with music and dancing and good food. The preparation for the New Year party always makes her feel excited and happy.

<b>Lesson Title:</b> Creative Writing
<b>Practice Activity:</b> PHL-07-091

### Activity 2

1. The strange object that was found on the side of the road was a coffee cup.
2. The cup was dark red and very pretty.
3. The storyteller left the other cups because they didn't have enough pockets to carry them.
4. Answers will vary. Example: Maybe they accidentally fell off the back of a truck when someone was moving to a new house.

### Activity 3

Example short story:

#### A Rainy Surprise

One day, my friends and I were walking to school. It was a beautiful, sunny morning. All of a sudden, rain clouds came from nowhere. The sky opened and rain came pouring down on us!

None of us had umbrellas. No one thought it would rain that morning. We ran as fast as we could to school. By the time we got to school our uniforms were soaked. Our shoes and legs were covered in mud. We had water dripping down our faces. We worried about how angry our teacher would be!

But when we got to class, we saw that our teacher looked the same as us. She had also walked to school that morning. We looked at each other and everyone started laughing.

<b>Lesson Title:</b> Interrogative Adjectives
<b>Practice Activity:</b> PHL-07-092

### Activity 1

1. which, dog
2. what, colour
3. whose, shirt
4. which, car
5. what, house
6. whose, umbrella

## Activity 2

1. What
2. Which or What
3. What or Which
4. Whose
5. Whose or Which

<b>Lesson Title:</b> Interrogative Adjectives (Continuation)
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<b>Practice Activity:</b> PHL-07-093
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## Activity 1

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

## Activity 2

Sentences 2 and 4 use interrogative adjectives.

## Activity 3

Example sentences:

1. Whose red car just drove by?
2. Whose shoes are these?
3. What dress can I wear?
4. What bus do you take to Freetown?
5. Which store should I get the items from?
6. Which friend are you going to play with?

<b>Lesson Title:</b> Prose
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<b>Practice Activity:</b> PHL-07-094
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## Activity 2

1. James's parents were eaten by a rhinoceros.
2. The magic beans grew into a peach tree after James put them in the ground.
3. The peach did not stop growing.

4. James secretly visited it at night. He found a hole at the bottom and went inside.
5. James found a lot of giant magic insects.
6. Answers will vary. Example: James will live in the giant peach.

### Activity 3

Example sentences:

1. The orphan had many friends at school.
2. I do not like it when I see people being cruel to animals.
3. The man was as tall as a giant!
4. My sister secretly gave me another piece of cake.
5. My mother hates insects and is always sweeping them out the door.

<b>Lesson Title:</b> Prose
<b>Practice Activity:</b> PHL-07-095

### Activity 2

Example summary:

James was an orphan who lived with his aunts. He felt lonely because he had no parents and his aunts were very cruel to him. Then he met a man who gave him a bag of magic beans. He planted the beans and they grew a giant peach. One night, he secretly went into the giant peach.

### Activity 3

Example ending:

James was very brave and made friends with all the magic insects inside the peach. He went on many adventures with his new friends. They became like a family to him and he never had to go back to his cruel aunts again.

<b>Lesson Title:</b> Prepositions
<b>Practice Activity:</b> PHL-07-096

### Activity 1

1. in
2. on
3. on
4. under
5. behind

## Activity 2

Example answers:

1. The chair is under the table.
2. The dishes are in the cupboard.
3. My shoes are in my closet.
4. My exercise books are on the desk.
5. My Pupils' Handbook is in front of me.

<b>Lesson Title:</b> Prepositions (Continuation)
<b>Practice Activity:</b> PHL-07-097

## Activity 1

1. on
2. between
3. under
4. opposite
5. next to

## Activity 2

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

## Activity 3

Example sentences:

1. I sit between Kamara and Saidu.
2. The bank is opposite the shop.
3. I hid the present behind my back.



<b>Lesson Title:</b> Narrative Composition
<b>Practice Activity:</b> PHL-07-098

### Activity 1

1. I went to the beach yesterday.
2. I do not want to go back to Bo River. It scared me.
3. My little sister tried to cook dinner yesterday.
4. Can someone please help me?
5. June plays netball every Saturday.
6. That is Fatu's dress.

### Activity 2

Example feedback:

This is a great story! I can really get an idea of how it feels to be up in a tree. However, I can see a few spelling and grammar mistakes that need to be corrected. (corrections below)

**My** favourite place to be is up in a tree. I love to feel the gentle **breeze** on my face. The **leaves brush** together and make me feel calm. I look at everything **around** me, but no one can see me. I hide and pretend that I am king of a castle. The birds are my loyal subjects.

<b>Lesson Title:</b> Shakespearean Text (Abridged Form)
<b>Practice Activity:</b> PHL-07-099

### Activity 2

1. Lucentio wants to marry Bianca.
2. Baptista won't allow Bianca to marry until her older sister, Kate, is married.
3. Petruchio wants to marry a rich woman and does not care about her character.
4. Petruchio and Kate do not meet before he agrees to marry her.
5. Kate becomes a happier woman who finally obeys her husband.
6. Answers will vary. Pupils may agree or disagree with the speech or may enjoy the linguistic devices Kate uses.

<b>Lesson Title:</b> Shakespearean Text (Abridged Form, Continuation)
<b>Practice Activity:</b> PHL-07-100

## Activity 2

1. Kate is speaking to 'girls'.
2. Kate is telling women that they should not look upset or have frowns on their faces.
3. Kate thinks being disrespectful spoils your beauty.
4. Both are muddy, unpleasant and lacking in beauty. Both are unattractive to people.







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