

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

Pupils' handbook for

# JSS Language ARTS

JSS  
1

Term  
3

**STRICTLY NOT FOR SALE**

## FOREWORD

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

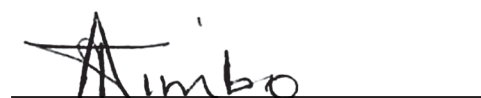
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

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

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

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

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

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

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve this DO NOT WRITE IN THE BOOKS.

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# Introduction

## to the Pupils' Handbook


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

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



Learning  
Outcomes

<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening
<b>Practice Activity:</b> PHL-07-101	<b>Class:</b> JSS 1

 <b>Learning Outcomes</b> By the end of the lesson, you will be able to: <ol style="list-style-type: none"><li>1. Read and comprehend the selected passage.</li><li>2. Learn new words.</li><li>3. Use these new words in a sentence.</li></ol>
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### Overview

Before you read a text, try to think of some questions you have about it. Then, after you have read the text, see if your questions have been answered. It is important to think of some questions you might have before you read any text. This helps you develop reading comprehension skills.

‘Comprehending’ a text means that you understand it. When you understand something, you will be better able to answer questions about it. You will also be more likely to remember what you read.

When you read a text, you will find words that you do not know. To understand a new word, look for context clues around it. These are words that help you determine the meaning. If you have a dictionary, look up unfamiliar words to learn more about them. It is also a good idea to practice using new words in a sentence.

Here are some important words that will help you when reading the text below:

- reside: to **live somewhere**
- warrior: a brave soldier
- renowned: famous or **well-known** for something
- plenty: lots of
- declining: going down
- hunt: to kill animals for food
- skills: the ability to do something
- dawn: when sunlight first begins to appear

## Practice

### Activity 1

Read the following text aloud. Pay attention to new and unfamiliar words.

#### The Maasai

The Maasai people of East Africa reside in Kenya and northern Tanzania. They are renowned for being tall and fierce warriors. This savanna region is also home to plenty of lions, but unfortunately their numbers are declining. In the past, the Maasai hunted lions individually, but now a new rule in the Maasai tribe encourages group hunting, called 'olamayio'. There are many rules that the Maasai follow, as they understand the importance of the lion to protect the ecology and culture of the savanna. For the Maasai, hunting lions is a sign of bravery, and warriors can demonstrate their skills when they track and hunt lions.

Planning the lion hunt takes a few days and is carried out by a warrior delegation called 'Empikas'. On the day of the hunt, which starts at dawn when the elders, women and children are still sleeping, about twenty-five young Maasai track and find a lion and then come up to it from all sides. They move closer and closer until the lion leaps at the nearest warrior. He throws his spear and uses a shield to protect himself from the lion. When this happens, the others throw their spears at the lion too and it is usually killed.

### Activity 2

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

1. What are the Maasai people known for?
2. What is the new rule in the Maasai tribe?
3. Why do they have this rule?
4. When does the Maasai group leave on the hunt?
5. How do the Maasai kill the lion?
6. Why was it clever for the Maasai to encourage group hunting?

### Activity 3

Use the vocabulary from the overview to fill in the blanks below.

1. I need to go to university to learn the \_\_\_\_\_ I will need in order to be a manager.
2. Do you want to share my food with me? I have \_\_\_\_\_.
3. I am always up before \_\_\_\_\_ to help my mother clean.
4. I like to watch movies about brave \_\_\_\_\_.
5. Tanzania is \_\_\_\_\_ for Mount Kilimanjaro and also the Serengeti.



<b>Lesson Title:</b> Descriptive Composition	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-102	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Write a descriptive essay.
2. Use the simple present tense in writing.

### Overview

A **descriptive composition** or a descriptive essay is a piece of writing that creates a picture of a person, place or thing. It uses many descriptive words, like adjectives, to make the composition interesting.

You will write a composition about daily routines. The simple past present tense is used to talk about routines, habits and things we do every day. You will use this tense when composing your essay.

Examples:

- I practise the guitar every day.
- Ms Amara travels during the summer.
- Alie runs every morning.

Remember, when using the simple present most regular verbs stay the same, except when using he/she/it. Then, you add an 's' to the verb.

It is important to plan your composition before you start writing. One way to organise your ideas is to fill in a table or write a list, like the example below.

Subject:			
Routine	Surroundings	Thoughts	Feelings/emotions

In the 'subject' section, write the subject of your composition. For example, someone in your family, a friend, a neighbour, someone famous or yourself.

Then write all the things you know that person does under the different headings.

Examples:

- Routine: When does the person you are writing about get up? What does he/she have for breakfast? What does he/she do during the day?

- Surroundings: Where does he/she live? What can he/she see around them?
- Thoughts: What does he/she think about when he/she does these activities?
- Feelings/emotions: What are his/her feelings or emotions during the day?

**Practice**

**Activity 1**

Write the verb in brackets in the simple present tense to complete each of the following sentences.

Example: They come to school every morning at 9 o'clock.

1. We \_\_\_\_\_ the house after breakfast. (leave)
2. He \_\_\_\_\_ for the bus at the corner. (wait)
3. I \_\_\_\_\_ after school to do my homework sometimes. (stay)
4. Hajah sometimes \_\_\_\_\_ with me. (stay)
5. Kadie and Marie \_\_\_\_\_ home from school together. (walk)
6. The bird is there every morning. It \_\_\_\_\_ away when it sees me. (fly)
7. She \_\_\_\_\_ to the radio at night. (listen)

**Activity 2**

Fill in the outline below to describe your daily routine.

<b>Subject: My Daily Routine</b>			
<b>Routine</b>	<b>Surroundings</b>	<b>Thoughts</b>	<b>Feelings/emotions</b>

**Activity 3**

Use the table in Activity 2 to help you write a descriptive composition. Organise it into three short paragraphs:

- Paragraph 1 – Morning
- Paragraph 2 – Afternoon
- Paragraph 3 – Evening

Example composition:

Every morning, I get up and eat breakfast right away. I am usually very hungry when I wake up, which makes me a little grumpy. Then my brothers, sisters and I quickly do our chores. They are boring, so we finish them as quickly as we can.

I am excited to go to school every day. I love to see my friends, and I feel curious about what new things we will learn that day. There is a lot of land and many trees at my school. After school, we get to play outside in the sun. This is the best part of the day. I am always so happy. In the evening, I go home and eat dinner with my family. It is always nice to talk to my family about everyone's day. I am content.

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-103	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Continue reading the different chapters.
2. Summarise chapters.

### Overview

A **chapter** is a division of a book or story. Each chapter has a number or a title or both. A chapter usually focuses on a main idea. After you read a chapter you should be able to summarise it in your own words. This means that you have to identify the most important information from the chapter.

Today you are going to read about a girl who is the same age as you. Her name is Hatty and she lives in the UK. You can use the following table to help you summarise the chapters you read.

Routine	People in Hatty's life	Thoughts and feelings	

### Practice

#### Activity 1

Read the following chapters. Pay attention to the most important information in each chapter.

#### Hatty

##### Chapter 1

Hatty loves school. Her father is a teacher at her school, so every day they go to school together. Her older sister Mary goes with them as well. Hatty hates the uniform. Every day she gets up to put on her dark blue skirt, a white shirt and a blue and yellow tie. Her favourite subjects are Maths and Chemistry. She hates Art. She would like to be a doctor like her mother when she gets older. Her mother works in a hospital in London. She is a very important doctor, and people come from all over the UK to see her. Hatty would like to be as important as her mother someday.

## Chapter 2

Hatty feels like every day is the same. Her routine never changes! She gets up at 7am, eats breakfast and goes to school. After school she plays sport or has music class. She does her homework at 5 o'clock. She usually has dinner at 7 o'clock and watches television in the evening with her family. She goes to bed at 9.30. Hatty cannot wait until the school holiday when life is a bit more exciting.

## Chapter 3

Every day during school holidays, Hatty and her friends go to the park to play. Hatty and her friends love to play in the park because they live in London. London has too many people! More than 8.5 million people live in the city, and some days it feels very busy. When Hatty is in the park, she feels free. She can relax and daydream. She dreams of travelling to faraway places and having incredible adventures with her two best friends, Rachel and Gloria.

### Activity 2

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

1. What are Hatty's favourite subjects at school?
2. What does she want to be when she grows up?
3. Why does she want to be that when she grows up?
4. Does Hatty seem happy with her life in Chapter 2?
5. What does Hatty do during school holidays?
6. How does Hatty feel when she is in the park?
7. Where do you think Hatty would like to visit?

### Activity 3

Summarise the three different chapters. You can use the chart in the overview to help you.

<b>Lesson Title:</b> Prepositions of Time	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-104	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to use more prepositions in sentences.

## Overview

**Prepositions of time** are prepositions we use to talk about the time. You can use them to talk about time in different ways, such as a date on the calendar or one of the days of the week. A preposition of time can refer to the actual hour that something takes place. The three most common prepositions of time are: 'in', 'at' and 'on'.

Examples:

- She plays football **on** Saturdays.
- We usually have dinner **at** 7 o'clock and then watch television **in** the evening.
- We go to bed **at** 9:30pm.

The following table explains when to use the different prepositions of time.

<b>in</b>	<b>on</b>	<b>at</b>
Months: in January Seasons: in spring Years: in 2018 Times of day: in the morning Longer periods of time: in the past, in the holidays	Days of the week: on Monday Days + parts of the day: on Tuesday afternoon Dates: on November 22 <sup>nd</sup> Special days: on my birthday	Clock times: at 7.30am Festivals: at Christmas, at Eid Exceptions: at night, at the weekend

## Practice

### Activity 1

Fill in the following blanks with the correct preposition of time.

1. I cannot wait for my birthday \_\_\_\_\_ March!
2. We go stay with our aunt \_\_\_\_\_ Friday afternoons.
3. My sister is usually in a hurry \_\_\_\_\_ the mornings.
4. Lamin goes to bed \_\_\_\_\_ 9.30pm.
5. My mother makes me a cake \_\_\_\_\_ my birthday.
6. My little brother was born \_\_\_\_\_ 2013.
7. I read \_\_\_\_\_ night, after we finish dinner.

## Activity 2

Complete the sentences about yourself using 'at', 'in' or 'on'.

1. My birthday is \_\_\_\_\_. (month)
2. Our class starts \_\_\_\_\_. (time)
3. Last night, I went to bed \_\_\_\_\_. (time)
4. I was born \_\_\_\_\_. (year)
5. I do chores \_\_\_\_\_. (days of the week)

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-105	<b>Class:</b> JSS 1



### Learning Outcomes

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

3. Identify adverbs and prepositions of time in a text.
4. Use prepositions and adverbs of time to describe everyday actions.

### Overview

We use **prepositions of time** to talk about time. Today you will learn more about prepositions and adverbs to talk about time.

Remember, the three most common prepositions of time are: 'in', 'at' and 'on'.

Examples:

- We pray **on** Fridays.
- He does his chores **in** the morning.
- I study **at** night.

We use prepositions of time to show the relationship between things. For example, 'I slept at 11 o'clock'. 'At' shows the connection between slept and the time.

We use adverbs to describe an action. **Adverbs of time** tell you when an action happened. They also describe for how long and how often. For example, 'I got up early'. 'Early' describes when I got up.

For example, these adverbs are used to talk about time: 'early', 'late', 'before', 'after', 'still'.

Examples:

- I got up **early** and ate **before** I went to school.
- I brush my teeth **after** I have breakfast.
- Sometimes I arrive at school **late**.
- He **still** works at the bank.



## Practice

### Activity 1

Identify the adverbs of time in the following sentences.

1. I had to stop by the store before I went home.
2. I want to leave for school early so that I will not be late.
3. After breakfast, I need to quickly do my homework.
4. Even though I have a lot to do, I still try to make it to practice on time.
5. Let's get to the movie early so we can buy popcorn before it starts.

### Activity 2

Use either a preposition of time or an adverb of time to fill in the blanks below.

Every day I am (1)\_\_\_\_\_ for school. I try so hard to be on time, but there is always so much to do (2)\_\_\_\_\_ the morning! I get up (3)\_\_\_\_\_ 6.00am and eat breakfast. (4)\_\_\_\_\_ eating, I quickly wash and get ready. (5)\_\_\_\_\_ I can leave for school, I must do all my chores. That takes the longest! I wish every day was the weekend. (6)\_\_\_\_\_ the weekend I can finally relax!

<b>Lesson Title:</b> Oral Narrative (My Family)	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-106	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Describe special occasions or events out loud.
2. Engage effectively in a range of collaborative discussions on various grade JSS 1 topics, texts and issues, building on other students' ideas and clearly expressing your own ideas.

### Overview

**Special occasions** are events that are important and celebrated. Examples of special events include graduations, weddings, Eid, baptisms, birthdays and anniversaries.

When talking about and describing special occasions, think about the following:

- Who – Who was at the event?
- Where – Where was the event?
- When – When did the event happen?
- What – What happened at the event?
- Why – Why was there a celebration?
- How – How did you feel?

### Practice

#### Activity 1

Use some of the words and expressions in the sentence table below to describe an event in your family out loud.

Subject	Verb	Adjective	Event
I	dance	beautiful	parties
You	eat	joyful	Eid
He	sings	exciting	birthday
She	enjoys	wonderful	graduation
They	talk	interesting	new year
we	play music	delicious	naming day
	decorate	special	wedding
	celebrate	pleasant	independence day
	organise	serious	baptism

## Activity 2

Read the following passage and answer the comprehension questions in full sentences.

### My Graduation

A couple of months ago, I graduated from junior secondary school to a senior secondary school. It was really a happy time for me. My family and I had already celebrated my success on the BECE, but the official graduation day ceremony was really quite special and a very happy day for my friends and me. It was one of the last times that all of us would be together.

The celebration took place at the community centre. There were speeches and delicious food. It was a really special time having all the most important people in my life together. Looking back on that day leaving junior school, it was one of the happiest days of my life. My friends and I felt like we had really achieved something great.

### **Comprehension questions**

1. Who was at the graduation?
2. Where was the event?
3. When did the event happen?
4. What happened at the event?
5. How did the speaker feel during the celebration?

<b>Lesson Title:</b> Pronunciation (Consonant Sounds)	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-107	<b>Class:</b> JSS 1



**Learning Outcome**

By the end of the lesson, you will be able to identify and produce the consonant sounds g, k, f, p, t and d.

**Overview**

**Consonant sounds** are sounds that are not vowels. There are 24 consonant sounds in the English language. Consonant sounds can be found at the beginning, in the middle or at the end of a word.

In English, the spelling of a sound is not always the same as the sound. Remember that the letter sound is not its name, it is the sound a letter makes.

The table below shows example words for six different consonant sounds.

Sound	Example Word	Additional Words
G	good	go, again, dog
K	kid	car, bucket, kick
F	flower	fall, afraid, wife
P	pot	plant, appear, cup
T	tall	take, cattle, hit
D	dark	dear, added, read

**Practice**

**Activity 1**

Put the words below in the table column that matches any of their consonant sounds (at the beginning, middle or end of the word). Words may fit in more than one column. Some examples have been done for you.

G	k	F	p	t	d
Gold	coat	Hoof	pure	attend	draw

unkind look hope kite pot leap later	fox hoof cover capture gold hug	gentleman dragon discourage dog take fun cat	computer can table together top attend kettle	coat stop develop back lake staple pure	true twin draw dwell crowd cure free
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### Activity 2

Put the words below in the correct column of this table. Some examples have been done for you.

	Beginning position	Middle position	End position
<b>b</b>	bone		
<b>k</b>		Unkind	look
<b>p</b>			
<b>t</b>		Later	
<b>f</b>	fox		
<b>d</b>			crowd

bone cabin sob kite unkind look	pork hope leap top later forget	fox after hoof crowd confident definition
--	--	--

<b>Lesson Title:</b> The Present Perfect Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-108	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Define the present perfect tense.
2. Identify and use the present perfect tense in sentences.

### Overview

The **present perfect tense** is used to talk about actions that were done in the past.

The present perfect tense uses the present tense of the helping verb 'to have' with a past participle (have/has + past participle).

Examples: I have washed, you have washed, he has washed, she has washed, we have washed, they have washed.

Here are some of the different uses of the present perfect tense:

- To talk about actions that began in the past and continue to the present.  
Example: We have lived in Bo since 2009 (and we still do).
- To talk about past actions where the time is not specific or important.  
Example: I have been to Liberia three times.
- To talk about repeated past actions where the time is not specific or important.  
Example: I have walked to school every day this year.
- To talk about an action that has recently been completed (usually with the word 'just').  
Example: We have just left the house.

### Practice

#### Activity 1

Fill in the blanks with the present perfect tense of the verb in brackets.

Example: Michael (not/work) \_\_\_\_\_ today. Answer: Michael **has not worked** today.

1. We (buy) \_\_\_\_\_ a new watch.
2. Where (be/you) \_\_\_\_\_?
3. Lucia and I (not/plan) \_\_\_\_\_ our holiday yet.
4. He (write) \_\_\_\_\_ five letters.
5. Jattu (not/see) \_\_\_\_\_ him for a long time.
6. (be/you) \_\_\_\_\_ at school?
7. School (not/start) \_\_\_\_\_ yet?
8. (speak/he) \_\_\_\_\_ to his friend?
9. No, he (have/not) \_\_\_\_\_ the time yet.
10. They \_\_\_\_\_ Moyamba. (leave)
11. He (bring) \_\_\_\_\_ a lot of English papers.

12. She (tell) \_\_\_\_\_ me about it.
13. I (receive) \_\_\_\_\_ a long letter from mother this week.
14. Mary (just come) \_\_\_\_\_; she will talk to you in a minute.
15. I (be) \_\_\_\_\_ to Kono town.
16. I think the teacher (leave) \_\_\_\_\_ the school.
17. I (paint) \_\_\_\_\_ my room.
18. We (know) \_\_\_\_\_ her since she was a baby.
19. I (forget) \_\_\_\_\_ your name.
20. He (close) \_\_\_\_\_ the door.

## **Activity 2**

Write 10 of your own sentences using the present perfect tense.

<b>Lesson Title:</b> The Present Perfect Tense (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-109	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to write sentences using 'have' or 'has' and the past participle.

### Overview

Remember, the **present perfect tense** is formed by using the present tense of the helping verb 'to have' with a past participle (have/has + past participle).

The table below shows some examples of positive sentences in the present perfect tense.

Verb	I	You	He/She/It	We	They
walk	I <b>have walked</b> to town many times.	You <b>have walked</b> to town many times.	He <b>has walked</b> to town many times.	We <b>have walked</b> to town many times.	They <b>have walked</b> to town many times.
live	I <b>have lived</b> in Makeni for two years.	You <b>have lived</b> in Makeni for two years.	She <b>has lived</b> in Makeni for two years.	We <b>have lived</b> in Makeni for two years.	They <b>have lived</b> in Makeni for two years.

To make a sentence negative, we add 'not' between the helping verb 'to have' and the past participle (have/has + not + past participle).

The table below shows some examples of negative sentences:

Verb	I	You	He/She/It	We	They
play	I <b>have not played</b> this game before.	You <b>have not played</b> this game before.	He <b>has not played</b> this game before.	We <b>have not played</b> this game before.	They <b>have not played</b> this game before.
eat	I <b>have not eaten</b> all my food.	You <b>have not eaten</b> all your food.	It <b>has not eaten</b> all its food.	We <b>have not eaten</b> all our food.	They <b>have not eaten</b> all their food.



To ask a question using the present perfect tense, you must change the subject – verb order (have/has + subject + past participle).

The table below shows some examples of questions in the present perfect tense.

Verb	I	You	He/She/It	We	They
prepare	<b>Have I prepared</b> well for the exam?	<b>Have you prepared</b> well for the exam?	<b>Has he prepared</b> well for the exam?	<b>Have we prepared</b> well for the exam?	<b>Have they prepared</b> well for the exam?
met	<b>Have I met</b> the new teacher?	<b>Have you met</b> the new teacher?	<b>Has she met</b> the new teacher?	<b>Have we met</b> the new teacher?	<b>Have they met</b> the new teacher?

## Practice

### Activity 1

Choose the correct answer from the multiple choice options provided to complete the sentences using the present perfect tense.

- I \_\_\_\_\_ finished the job.
  - have
  - has
  - am
- Have you \_\_\_\_\_ your lunch?
  - eat
  - ate
  - eaten
- She \_\_\_\_\_ yet.
  - has not return
  - is not returned
  - has not returned
- I \_\_\_\_\_ such a stone.
  - never saw
  - have never seen
  - have never saw
- \_\_\_\_\_ he brought his bicycle?
  - is
  - has
  - have

6. Have you ever \_\_\_\_\_ to Makeni?
  - a. be
  - b. being
  - c. been
7. I \_\_\_\_\_ all of Shakespeare's plays.
  - a. read
  - b. am read
  - c. have read
8. My parents \_\_\_\_\_ me.
  - a. has never hurt me
  - b. have never hurt
  - c. have never hurted
9. He \_\_\_\_\_ always wanted to be a doctor.
  - a. is
  - b. has
  - c. have
10. She \_\_\_\_\_ to anybody.
  - a. never apologised
  - b. has never apologised
  - c. have never apologised

### Activity 2

Write the following expressions as sentences in the negative present perfect tense.

1. We/not/go/to Kenema
2. He/not/meet/my brother
3. They/not/visit/Bunce Island
4. He/not/hurt/my leg
5. We/not/lose/our tickets
6. She/not/make/dinner
7. They/not/arrive/yet
8. Lucy/not/do/her homework
9. I/not/read/that book
10. You/not/call/me

### Activity 3

Write five of your own sentences using the negative present perfect tense.

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-110	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to recall and summarise important points from a passage.

## Overview

When you read something new, you want to be able to remember the important information and summarise it.

Summarising helps us to develop our reading comprehension in many different ways:

- It helps us identify the main ideas of a text.
- It helps us separate important information from unnecessary (not needed) details.
- It helps us remember what we read.

When writing a summary, ask yourself the following questions:

- What are the main ideas?
- What are the important details that explain the main ideas?
- What information is unnecessary?

## Practice

### Activity 1

Read the following text and answer the comprehension questions in full sentences.

#### Brima and Joe

Brima was illiterate. He did not know how to read or write. But when Joe met Brima, he could tell that Brima was a clever man. In fact, Brima was so intelligent and hardworking that he soon learnt all that Joe could teach him. Within less than a year, he could read and write. Now, he was able to earn a little extra income as a letter writer and reader for his fellow labourers. All the people trusted him because he never revealed any of the information he got from other people's letters.

Brima's happiest times came on Mondays when the labourers returned to work and brought with them all the gossip and laughter from their villages. Unfortunately, a misfortune befell Brima. One day, as he stood gazing at a big tree that he had just cut down, another tree being cut down by a fellow labourer struck him on the head. The branches tore his face and he passed out. His friends carried him to Lunsar Hospital. The accident changed Brima's life. His handsome face became permanently scarred. He lost his strength. The labourers came to visit him at the hospital. Brima found joy in reading their letters.

**Comprehension questions**

1. According to the passage, what did Joe teach Brima?
2. How did Brima get additional income?
3. Why did people trust Brima?
4. Why did Brima like Mondays?
5. What does the expression 'passed out' mean?
6. How did the accident affect Brima's life?

**Activity 2**

Summarise the passage in 3–4 sentences.

<b>Lesson Title:</b> Letter Writing: Semi-Formal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-111	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Note the features of a semi-formal letter.
2. Write an outline or draft of a semi-formal letter.

## Overview

A **semi-formal letter** is a letter that is usually sent to people who you do not know very well or people who you need to write to respectfully. This is often someone older than you.

A semi-formal letter is more formal and less personal than an informal letter, but not as formal as a formal letter. You may write this kind of letter to someone like a teacher or an older relative.

A semi-formal letter should be written in well-organised paragraphs and include the following features:

- address
- date
- greeting
- introduction
- body
- ending/conclusion
- closing
- full name

## Practice

### Activity 1

You would like to continue your education in the senior secondary school, but your parents do not want you to. Write the outline of a semi-formal letter to a relative, explaining why you want to continue your education and ask him or her for help.

	(Your address) _____
	(Date) _____
(Greeting) _____,	
(Introduction) _____	
(Body) _____	
(Ending) _____	
	(Closing) _____,
	(Your full name) _____

## Activity 2

Look at the outline you developed in Activity 1. Check to make sure that you have included the following:

- all of the features of a semi-formal letter
- a clear request for help and reasons why you need it
- no slang, jokes or jargon
- no spelling or grammar errors

<b>Lesson Title:</b> Letter Writing: Semi-Formal Letters (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-112	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify the features of a semi-formal letter.
2. Write a letter of request to an aunt or uncle.

### Overview

When writing to an older relative, you should write a **semi-formal letter**. The tone should be polite and respectful. Try to avoid using too much informal language.

A letter of request is a letter asking someone for help or support. A letter to a family member asking for school fees or a letter asking permission to go on a class trip are examples of semi-formal letters.

The outline below shows the features of a semi-formal letter:

	(Your address) _____
	(Date) _____
(Greeting) _____,	
(Introduction) _____	
(Body) _____	
(Ending) _____	
	(Closing) _____,
	(Your full name) _____

### Practice

#### Activity 1

You would like to continue your education in the senior secondary school, but your parents do not want you to. Use your outline of a semi-formal letter from the previous lesson to write a letter to a relative explaining why you want to continue your education and ask him or her for help.

Example outline:

<p>78 Cape Road, Aberdeen, Freetown 20<sup>th</sup> February 2018</p>
<p>Dear Mama Joyce,</p> <p>I hope you are well. I am doing well in JSS. I have successfully passed the BECE, and I received very good scores on my examinations. I want to continue my education, but my parents do not support me going to SSS. I am writing to ask for your assistance in paying for SSS.</p> <p>I promise to work very hard in SSS and make you proud. I have received a partial scholarship, but do not have the money to pay the rest of the fees.</p> <p>I hope you will consider my request. I hope to hear from you soon. Please greet my cousins for me.</p>
<p>Your niece, Adama Conteh</p>

## Activity 2

Look at the letter you wrote. Read it carefully. Check to make sure that you have included the following:

- your address
- date
- greeting
- introduction that explains your problem and asks for help
- body that gives more information about your problem and your request for help
- ending that concludes your letter
- closing
- full name
- no slang, jokes or jargon
- no spelling or grammar errors



<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening
<b>Practice Activity:</b> PHL-07-113	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Read aloud with fluency.
2. Highlight important points or facts from a passage.
3. Identify new words.
4. Answer factual and inferential questions from a passage.

### Overview

**Reading comprehension** is the ability to read a text and understand its meaning. The more you read, the more you will be able to read fluently, be able to understand what you have read and be able to answer questions. Reading many different texts also helps to build your vocabulary. Answering comprehension questions is a good way to check that you have understood a text. Two types of comprehension questions are factual questions and inferential questions.

**Factual questions** have a clear, specific answer. The answers to factual questions can be found directly in the text. These questions usually ask: 'who', 'what', 'where' or 'when'.

**Inferential questions** need you to use contextual clues and inference to answer them. There is no one correct answer to inferential questions. The answer is not found directly in the text so you have to use evidence from the text to support your answer. These questions usually ask 'how' or 'why'.

### Practice

#### Activity 1

Read the following text and answer the comprehension questions.

#### Spiders

Spiders, like insects, are found everywhere. We often see their webs and watch them being **constructed** without really thinking of the **techniques** involved. We might think that the spider builds its web without any care to fit whatever corners it finds. But someone who watches closely as the spider builds its web can see that this is not the case. In fact, each web is built according to a detailed plan. Spiders are very clever **engineers!**

Firstly, the spider builds a triangular framework. Secondly, a system is made connecting the web to the framework. Finally, a sticky material is provided to catch prey.

#### Comprehension questions

1. What is built by spiders?
2. What are the three things a spider does when building a web?
3. What do people think when a spider is building its web?
4. How does the writer feel about the spider?

5. Give the meaning of the following words and use each in a sentence:
- constructed
  - techniques
  - engineers

## Activity 2

Read the following text and answer the comprehension questions.

### Lost in the Forest

One day, my friend Adama and I went to the forest to search for mangoes. I was excited to get lots of mangoes and sell them, so I went ahead without taking notice of the route I was using. I was so **engrossed** in collecting mangoes that for a while I did not notice I was lost. After I had gathered huge heaps of mangoes, I **realised** that I did not know where I was or how to get back to where I came from. I was frightened and started shouting. I almost lost my voice. I became more **terrified** when I realised it was getting dark. I walked through the forest trying to find my way home. Finally, I saw a light in the far distance shining through the trees. I dropped my load and ran towards the light, forgetting what I had come for in the forest.

### Comprehension questions

- Who were the two people that went into the forest?
- Why did the writer go into the forest?
- What made the writer lose his or her voice?
- How did the writer feel when he or she lost their way?
- Give the meaning of the following words and use each in a sentence:
  - engrossed
  - terrified
  - realised

<b>Lesson Title:</b> Punctuation	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-114	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify punctuation marks while reading.
2. Use full stops, commas and question marks to punctuate a passage.

### Overview

**Punctuation** adds expression to writing. Punctuation marks help you know where to stop, slow down or pause while reading.

The table below explains three different types of punctuation marks.

Punctuation Mark	Symbol	Explanation and Examples
Full stop	.	<ul style="list-style-type: none"> <li>• A full stop is a type of end punctuation.</li> <li>• It is used at the end of a declarative or imperative sentence.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- I have three goats.</li> <li>- Close your books.</li> </ul>
Question mark	?	<ul style="list-style-type: none"> <li>• A question mark is a type of end punctuation.</li> <li>• It is used after a question.</li> <li>• Words like 'what', 'where', 'why', 'when', 'how', 'who', 'can', 'could', 'may', 'will', 'do' and 'did' are all often used to ask a question.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- What is your name?</li> <li>- Who ate my breakfast?</li> </ul>
Comma	,	<ul style="list-style-type: none"> <li>• A comma separates items in a list.</li> <li>• It is used after introductory words or phrases.</li> <li>• It is also used with quotation marks or inverted commas.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- I like pineapples, mangoes and bananas.</li> <li>- However, we did not win.</li> <li>- 'I want to play football,' he said.</li> </ul>

## **Practice**

### **Activity 1**

Add the missing punctuation to the following sentences.

1. He looked out of the window
2. My baby brother goes to a nursery school
3. Mary promised to return before midnight
4. What is your favourite game
5. Where is that brother of mine hiding
6. Do you see what I see
7. He is doing the work
8. I have invited Mary Hawa Momoh and Agnes
9. Don't worry you will still have time to do this work
10. In fact I don't even remember what he said

### **Activity 2**

Add the missing punctuation to the passage below. You will also need to capitalise the first letter of each sentence.

apart from foods that supply us with energy we need proteins to help us grow they help maintain our strength proteins are found in meat, fish, eggs, milk and green vegetables they are also found in beans and lentils do you eat much protein in your diet

<b>Lesson Title:</b> Punctuation (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-115	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to use punctuation to know when to pause and raise or lower your voice while reading a passage aloud.

## Overview

**Punctuation** is important. It helps you understand what is written and tells you how to read it.

- Full stops are used at the end of a sentence, to show that a thought or idea is complete.
- Question marks are used when you are asking something and want a response from someone.
- Commas are used to create a pause in a sentence.

Punctuation shows you when to stop, slow down or pause when reading. Punctuation marks also tell you when to raise or lower your voice. This is called **intonation**.

Intonation is the rise and fall of your voice when you speak. There are two basic types of intonation in English: rising and falling.

**Falling intonation** is usually used with questions starting with 'who', 'what', 'when', 'where', 'why' and 'how'. It is also used when a sentence ends with a full stop or an exclamation mark. When we use falling intonation, our voice deepens for a moment.

**Rising intonation** is usually used in questions with a 'yes' or 'no' answer. When we use rising intonation, our voice gets higher for a moment.

Look at the example dialogue below:

- Aminata: Is Hassan home? (*rising*)  
 Brima: No, he is not. (*falling*)  
 Aminata: Where is Hassan? (*falling*)  
 Brima: I thought he went to school. (*falling*)  
 Aminata: He is at school, isn't he? (*rising*)  
 Brima: Yes, I forgot Hassan is at school. (*falling*)  
 Aminata: That was forgetful of me! (*falling*)

## Practice

### Activity 1

Add the missing punctuation to the passage below. You will also need to capitalise the first letter of each sentence.

what a fantastic place the safari park is have you been to visit there are mischievous monkeys giant giraffes and crawling crocodiles as for other animals the list is endless there are lions elephants peacocks pythons and so many more there is something to watch all the time like a monkey swinging from a climbing frame a peacock catching food or a lion climbing a ladder if you are interested in food a delicious menu is available are you still too busy to visit surely not the park is open everyday between 8am and 8pm so book a date now the animals are expecting you.

### Activity 2

Identify the intonation in the following sentences.

1. Have you seen my sister?
2. Will you please get that flower for me?
3. Can I ask you something?
4. Why are you sad?
5. What is your favorite movie?
6. What is the correct way of pronouncing that word?
7. What do you mean?
8. Am I wrong?
9. Do you think that is a good idea?
10. What is the story about?

<b>Lesson Title:</b> Reading Strategies	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-116	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to break text up into phrases while paying attention to essential words.

## Overview

You read all the time. Sometimes you read carefully, like a science textbook. At other times you read quickly to get the information you need, like a bus schedule.

When you read carefully, you pay attention to every word. This helps you read all of the information, but it makes you read slowly. To read quickly, you should only look for the important words.

One way to improve your reading comprehension is to cut the text into smaller pieces. This reading strategy is called **chunking**. This will help you to better understand what you are reading and also help you read faster.

When you are reading, try to cut the text into **phrases**. A phrase is a small group of words that has meaning but is not a complete sentence. Look at the passage below, where each phrase is marked.

Mustapha rides his bicycle/ very slowly/ because he is afraid of/ falling off/  
and hurting himself. /Last year/ when he was riding down the road/ in his  
village/ he had an accident/ because the road is bad/ and there were many  
people in the way./ When he fell off,/ some people were kind and helped  
him/ but others laughed/ and he felt sad. / One lady shouted at him/  
because he had knocked over her basket/ when he fell off,/ but it wasn't  
his fault/ the road had holes in it.

## Practice

### Activity 1

Read the following passage carefully. Identify where you would chunk the text to help your reading comprehension. Use the example in the overview to help you.

Excerpt from *The Old Man and the Sea*  
by Ernest Hemingway

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without catching a single fish. For the first forty days a boy had been with him, but after forty days without a fish the boy's parents had stopped sending the boy. They told him that the old man was now definitely and finally 'salao' – which is the worst form of unlucky. On

his parents' orders, the boy had gone to another boat and caught three good fish in the first week. Maybe the old man really was unlucky!

## **Activity 2**

Read the following passage carefully. Identify where you would chunk the text to help your reading comprehension. Use the example in the overview to help you.

Our school is the best in town. The teachers are friendly, and very knowledgeable about English. I have studied at the school for two years, and my English is becoming very good. I hope you will visit our school and try an English class. Maybe we can become friends, too!



<b>Lesson Title:</b> Reading Strategies (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-117	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of this lesson, you will be able to demonstrate reading skills such as skimming and scanning.

## Overview

Sometimes reading a text in examinations like BECE can make you nervous. Before you start reading a text, you should look at the comprehension questions. They can tell you what to look for in the text when you are reading. The questions may ask you to look for specific information or identify general ideas – not understand every word.

Skimming and scanning are two reading strategies that can help you quickly find information and understand a text better.

**Skimming** is when you quickly read a text to try to understand the main ideas, not the details. It is a good reading strategy because the main idea of any text is often found in just a few places. Here are some ways that you can skim a text:

- Read the first paragraph and the last paragraph.
- Read the first sentence of each paragraph.
- Look for important vocabulary.

**Scanning** is looking for specific information as you read. Scanning is a good reading strategy because you can quickly find the information you are looking for and ignore the rest.

Here are some ways that you can scan a text:

- Look for numbers and statistics.
- Look for vocabulary related to the information you want.

## Practice

### Activity 1

Skim the following passage to answer the comprehension questions.

#### Climate Change

Climate change is a global problem. It affects people and animals all over the world. But some places are more affected than others, and some animals are suffering more than others. Polar bears in particular are at risk because the ice they live on is melting. In fact, some experts think that 9% of the ice in the Arctic Sea is melting every decade.

**Comprehension questions**

1. What is the main idea of the passage?
2. Summarise the passage in two sentences.

**Activity 2**

Scan the following passage to find these words as quickly as possible: clever, home, unite, distress, marriage, early. Then answer the comprehension questions.

Mary Koroma, beautiful, clever and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence. She had lived 21 years in the world with very little to distress or vex her.

She was the youngest of two daughters of a most affectionate, indulgent father, and had, in consequence of her sister's marriage, been mistress of her house from a very early period.

**Comprehension questions**

1. Who is the passage about?
2. How many years did she live without distress?
3. How many daughters did her father have?

<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-118	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify question tags.
2. Use question tags in positive questions.

### Overview

**Question tags** are short questions that are put on the end of sentences. They change a statement into a question. They are very common in spoken English. We use question tags when we think a statement is true or correct but we want to check with someone else.

Examples:

- Coffee is better than tea, isn't it?
- India has more people than Ghana, doesn't it?
- The capital of Sierra Leone is Freetown, isn't it?
- Musa is older than Sarah, isn't he?

There are two parts to this kind of sentence: the statement and the question tag. When the statement is positive, the question tag is negative. Negative question tags are written as a contraction. It is not common to say, 'Coffee is better than tea, is it not?'

Look at the examples below:

Positive Statement	Negative Tag
The sea is blue,	isn't it?
You ate all the cake,	didn't you?
They are going to art class,	aren't they?

### Practice

#### Activity 1

Add negative question tags to complete the following sentences.

Example: She is clever, \_\_\_\_\_? Answer: She is clever, **isn't she?**

1. He's rich, \_\_\_\_\_?
2. These are your glasses, \_\_\_\_\_?
3. You live in Kenema, \_\_\_\_\_?
4. It's a lovely day, \_\_\_\_\_?
5. I'm late, \_\_\_\_\_?
6. You play netball, \_\_\_\_\_?
7. They walk to school, \_\_\_\_\_?
8. Michael likes sugar, \_\_\_\_\_?

9. Those flowers are beautiful, \_\_\_\_\_?
10. Gifty is from Kailahun, \_\_\_\_\_?
11. He sometimes reads the newspaper, \_\_\_\_\_?
12. You are Sierra Leonean, \_\_\_\_\_?
13. They had a nice weekend, \_\_\_\_\_?
14. Bockarie used the pencil, \_\_\_\_\_?
15. Mary has answered the teacher's questions, \_\_\_\_\_?

### **Activity 2**

Write 10 of your own sentences using negative question tags.

<b>Lesson Title:</b> Question Tags (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-119	<b>Class:</b> JSS 1



**Learning Outcomes**

By the end of the lesson, you will be able to use question tags in negative questions.

**Overview**

**Question tags** change a statement into a question. We use question tags to ask for confirmation. They mean something like: ‘Is that right?’ or ‘Do you agree?’

Examples:

- It isn’t raining, is it?
- He doesn’t have a sister, does he?
- They will not be late, will they?
- Alfred was not there, was he?
- 

There are two parts: the statement and the question tag. When the statement is negative, the question tag is positive. Negative statements can be written as contractions or not.

Look at the examples below:

<b>Negative Statement</b>	<b>Positive Tag</b>
You are not going fishing,	are you?
They do not like football,	do they?
You aren’t coming,	are you?
I didn’t fail the exam,	did I?

**Practice**

**Activity 1**

Add positive question tags to complete the sentences.

Example: She was not home, \_\_\_? Answer: She was not home, **was she?**

1. We are not late, \_\_\_\_\_?
2. The bus isn’t coming, \_\_\_\_\_?
3. They didn’t go out last Sunday, \_\_\_\_\_?
4. You were not sleeping, \_\_\_\_\_?
5. She has not eaten all the cake, \_\_\_\_\_?
6. Brima hasn’t been running in this weather, \_\_\_\_\_?
7. They won’t be late, \_\_\_\_\_?
8. He will not be studying tonight, \_\_\_\_\_?
9. She cannot speak French, \_\_\_\_\_?
10. You aren’t a teacher, \_\_\_\_\_?
11. He wasn’t relaxed, \_\_\_\_\_?

12. You didn't study for the test, \_\_\_\_\_?
13. You can't drive a car, \_\_\_\_\_?
14. You wouldn't stop me, \_\_\_\_\_?
15. This isn't your pen, \_\_\_\_\_?

### **Activity 2**

Write 10 of your own sentences using positive question tags.

<b>Lesson Title:</b> Pronunciation: Vowel Sounds	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-120	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of this lesson, you will be able to identify and produce long and short vowel sounds.

### Overview

There are two types of letters in the English alphabet: consonants and vowels. All **vowels** have a long and a short sound. In English, spelling is difficult because words do not always look like they sound. You have to learn how to say a word and how to spell it.

The table below gives you examples for the **short vowel sounds** and **long vowel sounds** for each of the vowels.

Vowel	Short Vowel Sound	Long Vowel Sound
a	nap, man, cat, rag	lake, ate, race, made
e	bell, hen, nest, wet	sleep, pea, eat, week
i	sit, pick, did, hill	bite, fight, mind, ride
o	got, hop, not, dog	goat, hope, road, pole
u	hut, run, rub, mug	cube, mute, tune, duke

### Practice

#### Activity 1

Identify the word that has the short vowel in each pair of words.

Example: plain – plan    Answer: **plan**.

- |                   |                  |
|-------------------|------------------|
| 1. goat / got     | 11. bit / bite   |
| 2. neat / net     | 12. can / cane   |
| 3. coat / cot     | 13. hat / hate   |
| 4. wine / win     | 14. ripe / rip   |
| 5. beast / best   | 15. laid / lad   |
| 6. hid / hide     | 16. tape / tap   |
| 7. strip / stripe | 17. twin / twine |
| 8. mean / men     | 18. note / not   |
| 9. rod / road     | 19. van / vain   |
| 10. mop / mope    | 20. spin / spine |

<b>Lesson Title:</b> Composition: My First Day at School	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-121	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Write narrative essays.
2. Use the simple present tense in essay writing.

### Overview

A **narrative essay** tells a story. It describes an event, routine or experience. When you write a narrative essay, think about the following:

- Who – Who is the composition about?
- Where – Where does it happen?
- When – When does it happen?
- What – What happens?
- Why – Why does it happen?
- How – How does it happen

Try to use **transition** words in your essay. These help you show the order of events. Examples: first, then, after, next, later, finally, lastly.

Look at the paragraph below. Notice how the transition words are used:

First, I get up. Then I wash. After that, I put on my uniform. Next, I eat breakfast. Finally, I walk to school.

### Practice

#### Activity 1

Use the outline below to help you plan a composition about what your teacher does every term on the first day of school.

- Who – Who is the composition about?
- Where – Where does it happen?
- When – When does it happen?
- What – What happens?
- Why – Why does it happen?
- How – How does it happen?

#### Activity 2

Use the outline from Activity 1 to write a composition about what a teacher does every term on the first day of school. You can use your imagination and invent the story.



<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening
<b>Practice Activity:</b> PHL-07-122	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Sustain the habit of reading.
2. Answer comprehension questions.

## Overview

It is important to read as much as possible. The more you read, the bigger your vocabulary will grow. The more you read, the better you will understand what you read.

**Comprehension questions** can help you to check and make sure that you have understood the text.

Comprehension questions can:

- Guide your reading.
- Focus your attention on the most important things to learn from the text.
- Help you think about the text while you read.
- Help you to check that you understand what you are reading.
- Help you to make connections between what you are reading and what you already know.

## Practice

### Activity 1

Read the following passage and answer the comprehension questions in full sentences.

#### Life With Technology

Many people around the world have mobile phones these days. You can do many things on them as well as calling, such as texting, playing games and checking web pages. Some people say that the technology is a bad thing because it is causing family problems. Sometimes teenagers sit at dinner and text their friends instead of helping or talking to their families. Mobile phones are also expensive and not everyone can buy them. Other people say that the technology is a good thing because people can find answers to help them study, learn new things and even learn languages. People in **rural** communities can use them to **transfer** money and to **keep in touch** with people far away. One thing is for sure: technology is changing very quickly and life is changing because of it.

**Comprehension questions**

1. What is the main idea of the passage?
2. What can you use mobile phones for?
3. Why do some people say technology is bad?
4. Why do some people say technology is good?
5. What do you think about technology?

**Activity 2**

The following words and expressions are from the passage. Explain the meaning of each word. Then write your own sentence for each.

1. rural
2. transfer
3. keep in touch

<b>Lesson Title:</b> The Simple Past Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-123	<b>Class:</b> JSS 1



### Learning Outcome

By the end of this lesson, you will be able to use the simple past tense in sentences.

## Overview

The **simple past tense** is used to talk about actions that were completed at a specific time in the past. It can be used to talk about things that happened many years ago. It can also be used to talk about something that was finished one hour ago. The important thing to remember when using the simple past tense is that the action must be completed.

To form the simple past, add 'ed' to regular verbs

Examples:

- talk – talked
- like – liked
- work – worked

If the verb ends in 'e' just add 'd'.

Examples:

- smile – smiled
- love – loved
- die – died

There are many irregular verbs in the simple past tense. These verbs do not follow the rules.

You have to learn them. Here are some examples of irregular verbs in the simple past tense:

- |                     |                 |                   |               |
|---------------------|-----------------|-------------------|---------------|
| • have – had        | • read – read   | • think – thought | • make – made |
| • come – came       | • write – wrote | • say – said      | • go – went   |
| • take – took       | • see – saw     | • get – got       | • give – gave |
| • be (am/are) – was | • tell – told   | • keep – kept     | • run – ran   |

## Practice

### Activity 1

Fill in the blank spaces with the simple past tense of the verb in brackets.

Example: He (drink) \_\_\_\_\_ milk at school. Answer: He **drank** milk at school.

1. Last year, I (go) \_\_\_\_\_ to Kenema.
2. It (be) \_\_\_\_\_ fantastic.
3. John (visit) \_\_\_\_\_ lots of interesting places.
4. In the morning, we (walk) \_\_\_\_\_ in the streets of Freetown.
5. In the evening, we (go) \_\_\_\_\_ to the movies.
6. The weather (be) \_\_\_\_\_ strangely fine.
7. It hardly (rain) \_\_\_\_\_ during our holiday.
8. We (see) \_\_\_\_\_ some beautiful rainbows.

9. I (think) \_\_\_\_\_ you have a holiday soon?
10. I (do) \_\_\_\_\_ my Mathematics homework yesterday.

### **Activity 2**

Change the following sentences into the past by changing the verbs into the simple past tense.

1. She buys a book.
2. The teacher punishes the boy.
3. They know it.
4. He does not tell lies.
5. They do not wait for anybody.
6. Who teaches you English?
7. They invite us to their party.
8. His manners disgust me.
9. She sings a lovely song.
10. It is time to start.

### **Activity 3**

Write five of your own questions using the simple past tense.

<b>Lesson Title:</b> The Simple Past Tense (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-124	<b>Class:</b> JSS 1



### Learning Outcome

By the end of this lesson, you will be able to write sentences using the simple past tense.

### Overview

We use the **simple past tense** to talk about actions that were done in the past. It can be used to talk about:

- Something that happened once in the past.

Examples:

- I **went** to Monrovia in 2006.
- We **won** the championship.

- A repeated action that happened in the past.

Examples:

- I **used** to go to the river every day.
- We really **enjoyed** visiting our grandparents in the holidays.

- Something that happened for a time in the past but ended.

Examples:

- I **studied** at primary school for seven years.
- We **lived** in Freetown when I was young.
- 

Remember, there are many irregular verbs in the simple past tense that do not follow the rules. You have to learn them. Here are some more examples of irregular verbs in the simple past tense:

- |                |                   |                |                 |
|----------------|-------------------|----------------|-----------------|
| • tell – told  | • bring – brought | • hold – held  | • pay – paid    |
| • leave – left | • hear – heard    | • find – found | • speak – spoke |
| • feel – felt  | • begin – began   | • let – let    | • grow – grew   |
| • put – put    | • stand – stood   | • meet – met   | • break – broke |

## Practice

### Activity 1

Change the verbs in brackets to the simple past tense to complete the sentences.

Example: Martin (break) \_\_\_\_\_ his arm when he fell off his bicycle.

Martin **broke** his arm when he fell off his bicycle.

1. They all (go) \_\_\_\_\_ shopping.
2. I never (imagine) \_\_\_\_\_ I would see you here.
3. We (book) \_\_\_\_\_ two tickets for the show.
4. He (collect) \_\_\_\_\_ his children from school.
5. Who (eat) \_\_\_\_\_ my chocolate?
6. I (feel) \_\_\_\_\_ so tired that I went straight to bed.
7. We (grow) \_\_\_\_\_ this tree from a seed.
8. She (lose) \_\_\_\_\_ her way home.
9. He thought I (steal) \_\_\_\_\_ his umbrella.
10. Marie (buy) \_\_\_\_\_ his camera in Germany.

### Activity 2

Change the following sentence to the simple past tense.

Example: She is in the sitting room. Answer: She **was** in the sitting room.

1. They speak English.
2. They take lessons.
3. I tell her everything.
4. We listen to the news.
5. Our cat catches mice.
6. He drives a fast car.
7. The plane flies high.
8. She keeps her promises.
9. He hits me.
10. He holds his hands together.

### Activity 3

Write five of your own sentences using irregular verbs in the simple past tense.

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading, Listening and Speaking
<b>Practice Activity:</b> PHL-07-125	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to summarise chapters and discuss important points from the text.

## Overview

A **chapter** is a section of a story or book. When books are divided into chapters, they are easier to read. The end of a chapter is a good place to stop or pause when reading.

After you read a chapter, try to summarise it. Summarising what you read will help you understand it better. Summarising makes you think about the main ideas and most important information. Read each chapter and then think about the meaning. What is it important for people to know?

The chapters below are about a famous king of Britain, King Arthur. Many stories are told about King Arthur and his Knights of the Round Table. He was a very brave king who defended Britain. Stories say that he had a magic sword called Excalibur, which protected him.

## Practice

### Activity 1

Read the following chapters and answer the comprehension questions in full sentences.

#### Chapter One

King Arthur had a magic sword. It helped him in battles and he never got injured. He always kept it by his bed. One morning, he woke up and his sword was missing. He was very angry and asked everyone where it was. He found out that his sister Morgana had taken it. Morgana also had magic powers.

#### Chapter Two

King Arthur and his men took their horses and went to look for Morgana. They couldn't find her or the sword anywhere. They decided to rest by a calm blue lake. While they were resting they saw something very strange. The water began to move and a beautiful lady came out of the lake. She was holding a fur coat. The lady came up to King Arthur and told him his sister was very sorry and had sent the coat to apologise.

### Chapter Three

King Arthur was worried and asked the lady to put on the coat first to check there was no evil spell. The lady said, 'This coat is only for a king. I am not a king, so I can't wear it.' King Arthur told her to put the coat on anyway and she did. As soon as she was wearing the coat, her face changed into the face of Morgana. It was a spell! She screamed and turned into dust on the ground and the coat lay there, empty. King Arthur was very glad he had been suspicious.

#### **Comprehension questions**

1. What is the main idea in chapter 1?
2. What is the main idea in chapter 2?
3. What is the main idea in chapter 3?
4. What kind of a person is Morgana? How do you know?
5. What kind of a person is Arthur? How do you know?
6. What do you think happened next in the story?

#### **Activity 2**

The following vocabulary words are from the chapters. Explain their meaning and use each in a sentence.

1. injured
2. evil
3. suspicious



<b>Lesson Title:</b> Drama/Play	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-126	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Identify moral values from a passage, such as honesty.
2. Recognise the role of different characters.

### Overview

**Making predictions** before you read is a fun and interesting way to help develop your reading skills. You can use the title, pictures, heading or diagrams to help you guess what the text will be about.

When you read a drama or play, you can make predictions about the characters. Think about what their role is in the play and guess how they will behave or what they will do.

Plays and dramas often look at **moral values**. Moral values are what help you decide what is right or wrong. They are the qualities that you decide are important, like honesty, friendship or trust. When you read a play or drama, try to think about its moral values.

Remember that a play looks different than a story. A play is meant to be performed. It involves **dialogue**. This is the conversation between different characters.

## Practice

### Activity 1

Practise reading the play aloud. Ask a friend or family member to read the dialogue with you.

#### The Magic Fish

- Komba: Come here and listen. You will never guess what happened to me today!
- Fatmata: What happened? Tell me your story.
- Komba: I was cutting wood from a tree above a river when my axe fell into the water. I was so sad. Without my axe, I have no money. I cried and my tears fell in the water. I prayed for help.
- Fatmata: Did it work? No one cares about woodcutters!
- Komba: It did. A magic fish came out of the water with a silver axe. I told the fish that was not my axe. Then the fish came with my old axe and I took it and said 'thank you'. The fish was very happy and gave me the silver axe and my axe to take home. I was very lucky.

*The next day, Fatmata went to the river because she wanted to try the same thing. Later, she came to talk to Komba. She was very sad.*

- Fatmata: Come here and listen. You have to hear what happened to me today.
- Komba: You look very sad. What happened? Tell me your story.
- Fatmata: I was cutting wood from the same tree and I threw my axe in the river. I pretended to be sad and cried so my tears fell in the water. I prayed for help.
- Komba: Did it work? I don't think you should have pretended.
- Fatmata: The magic fish came out of the water with a gold axe. Imagine! Gold! I wanted the axe so I told the fish it was my axe. The fish gave me a strange look and swam away with the gold axe. Now I do not have the gold axe and I do not have my axe either.
- Komba: I feel sorry for you, but you made a big mistake!

### Activity 2

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

1. Who are the main characters in the play?
2. What happened to Komba?
3. What happened to Fatmata?
4. Why do you think they had different experiences with the fish?
5. What is the moral of the play?

<b>Lesson Title:</b> Informal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-127	<b>Class:</b> JSS 1



**Learning Outcome**

By the end of the lesson, you will be able to write informal letters using the correct features.

**Overview**

**Informal letters** are letters you write to family, friends and people you know very well. They are like a conversation – you share information about your life and ask the person you are writing to questions.

The features of an informal letter are:

- address
- date
- greeting
- introduction
- body
- ending
- closing
- name

**Practice**

**Activity 1**

Use the outline below to plan an informal letter to your brother or sister. In your letter, tell your brother or sister about your new best friend.

	(Your address) _____
	(Date) _____
(Greeting) _____,	
(Introduction) _____	
(Body) _____	
(Ending) _____	
	(Closing) _____,
	(Name) _____

## Activity 2

Use the outline you completed in Activity 1 to help you write your informal letter. In your letter, tell your brother or sister about your new best friend.

After you have finished writing, check your letter to make sure that you have included the following:

- address
- date
- greeting
- introduction
- body
- ending
- closing
- your name
- no spelling or grammar errors

<b>Lesson Title:</b> Informal Letters (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-128	<b>Class:</b> JSS 1



**Learning Outcome**

By the end of the lesson, you will be able to write informal letters using the correct features.

**Overview**

**Informal letters** are different than formal letters and semi-formal letters. Their tone is informal and friendly.

Here are some examples of what you could write about in an informal letter:

- school
- holidays
- parties, events or celebrations
- good or bad news
- home life

Remember, an informal letter looks like this:

	(Your address) _____
	(Date) _____
(Greeting) _____,	
(Introduction) _____	
(Body) _____	
(Ending) _____	
	(Closing) _____,
	(Name) _____

## Practice

### Activity 1

Use the outline below to plan an informal letter to your friend who is staying in another town, telling him or her what you like about your school.

	(Your address) _____
	(Date) _____
(Greeting) _____,	
(Introduction) _____	
(Body) _____	
(Ending) _____	
	(Closing) _____,
	(Name) _____

### Activity 2

Use the outline you completed in Activity 1 to help you write an informal letter to your friend.

After you have finished writing, check your letter to make sure that you have included the following:

- address
- date
- greeting
- introduction
- body
- ending
- closing
- your name
- no spelling or grammar errors

<b>Lesson Title:</b> Possessive Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-129	<b>Class:</b> JSS 1



**Learning Outcome**

By the end of the lesson, you will be able to use possessive pronouns correctly.

**Overview**

**Possessive pronouns** are used to show ownership. They tell us who something belongs to. Possessive adjectives also show ownership, but they are used differently. Possessive pronouns are used to replace the noun in a sentence. They usually come after a noun in a sentence (noun + possessive pronoun).

Examples:

- That book is **his**.
- Fatima’s hair is longer than **hers**.
- The large garden is **ours**.

**Possessive adjectives** are used to describe a noun. They come before the noun in a sentence (possessive adjective + noun).

Examples:

- This is **his** book.
- **Her** hair is longer.
- **Our** garden is large.

The table below shows the possessive pronouns and possessive adjectives:

<b>Pronouns</b>	<b>Possessive Adjectives</b>	<b>Possessive Pronouns</b>
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

## Practice

### Activity 1

Fill in the blanks with the correct possessive pronouns.

Example: She will buy \_\_\_ mother a car. Answer: She will buy **her** mother a car.

1. I want to change \_\_\_\_\_ job.
2. As you make \_\_\_\_\_ bed, so you must lie in it.
3. Mark claims this book to be \_\_\_\_\_.
4. Peter cleaned \_\_\_\_\_ teeth and went to bed
5. I don't think this umbrella is \_\_\_\_\_.
6. The two countries have recently exchanged \_\_\_\_\_ ambassadors.
7. We are going to spend \_\_\_\_\_ holidays at the seaside.
8. Everything is in \_\_\_\_\_ place, I hope?
9. The Coles sold \_\_\_\_\_ house in December
10. A bad workman always blames \_\_\_\_\_ tools.

### Activity 2

Replace the nouns in the sentences below with possessive pronouns.

Example: This car is Julia's. Answer: This car is **hers**.

1. These pens are Amadu and Saidu's.
2. This office is her office.
3. That book is our book.
4. This coat is your coat.
5. That dog is my dog.
6. That hat is his hat.
7. These magazines are our magazines.
8. That pencil is my pencil.
9. Those books are John and Anne's books.
10. Is this chair your chair?

### Activity 3

Write five sentences with possessive pronouns.



<b>Lesson Title:</b> Dictation and Spelling	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-130	<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

**Dictation** is when you write down what you hear. For example, you may be asked to write down what your teacher says.

Dictation is a good way to practice **spelling**. Lots of English words are written differently than they sound. When you do dictation exercises, you practise spelling all kinds of words. Always check your work after you do dictation exercises so that you can see which words you spelled correctly. If you make a mistake, write the correct spelling in your exercise book. Then practise using the word in sentences so that you can master the spelling.

## Practice

### Activity 1

Ask a friend or family member to read the following passage aloud to you. Practise writing down what you hear, then check your work.

#### Christmas Presents

It is certainly nice to see lots of presents under the tree on Christmas morning, but it does feel a bit wasteful. Many presents end up being unwanted. Here are some interesting ideas for getting rid of those unwanted gifts.

Give an unwanted gift away whenever you need to give a gift to someone. Remember to make a note stating who gave the item to you in the first place so that you don't make the mistake of giving it back to them! Give unwanted presents to a local charity organisation. The charity will be happy to have them. Visit an old people's home or children's home. Wrap up the presents and bring a bit of happiness to someone else.

### Activity 2

Use each of the following words from the passage in a different sentence to practise your spelling.

1. Certainly
2. Wasteful
3. Unwanted
4. Organisation
5. Charity

Lesson Title: Prepositions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-131	<b>Class:</b> JSS 1



**Learning Outcome**

By the end of the lesson, you will be able to use prepositions in sentences.

**Overview**

A **preposition** shows the relationship between two or more other words in a sentence. We use prepositions to talk about time.

The most common **prepositions of time** are ‘on’, ‘at’ and ‘in’. The table below shows when to use them:

<b>at</b>	<b>on</b>	<b>in</b>
<ul style="list-style-type: none"> <li>• times               <ul style="list-style-type: none"> <li>– 7 o'clock</li> <li>– 4am</li> <li>– 6pm</li> <li>– midday</li> </ul> </li> <li>• holidays/celebrations               <ul style="list-style-type: none"> <li>– at Christmas</li> <li>– at Eid</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• days of the week               <ul style="list-style-type: none"> <li>– Monday</li> </ul> </li> <li>• days and parts of the day               <ul style="list-style-type: none"> <li>– Thursday morning</li> </ul> </li> <li>• dates               <ul style="list-style-type: none"> <li>– the 11<sup>th</sup> of April</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• seasons               <ul style="list-style-type: none"> <li>– in the dry season</li> </ul> </li> <li>• months               <ul style="list-style-type: none"> <li>– in June</li> </ul> </li> <li>• years               <ul style="list-style-type: none"> <li>– in 2010</li> </ul> </li> <li>• times of day               <ul style="list-style-type: none"> <li>– in the evening</li> </ul> </li> </ul>

**Practice**

**Activity 1**

Choose the correct answers from the multiple-choice options given below.

1. This material is different \_\_\_\_\_ that.  
a. from      b. to      c. with      d. for
2. You should explain this \_\_\_\_\_ them.  
a. to      b. a      c. with      d. of
3. He has been absent \_\_\_\_\_ Monday.  
a. since      b. for      c. from      d. of
4. I haven't been to the theatre \_\_\_\_\_ a long time.  
a. since      b. for      c. from      d. on
5. He goes \_\_\_\_\_ school by car.  
a. on      b. at      c. to      d. for
6. This is a comfortable house to live \_\_\_\_\_.  
a. on      b. at      c. in      d. with
7. They are called \_\_\_\_\_ different names.

- a. by            b. with            c. for            d. of
8. We should not spend money \_\_\_\_\_ luxuries.  
a. for            b. on            c. with            d. to
9. I gave him a chair to sit \_\_\_\_\_.  
a. with            b. at            c. in            d. on
10. The new term begins \_\_\_\_\_ June 1<sup>st</sup>.  
a. on            b. in            c. from            d. off
11. He poured the tea \_\_\_\_\_ the cup.  
a. into            b. on            c. in            d. of
12. He said that he was very pleased \_\_\_\_\_ my work.  
a. with            b. on            c. at            d. off

### Activity 2

Fill in the blanks with the correct prepositions.

1. I can see a family \_\_\_\_\_ a kitchen.
2. There is a dish full of fruit \_\_\_\_\_ the table.
3. She is holding a vase \_\_\_\_\_ her hand
4. The son and the daughter are sitting \_\_\_\_\_ the sitting room smiling \_\_\_\_\_ each other.
5. There are beautiful cupboards \_\_\_\_\_ the wall.
6. There is a window \_\_\_\_\_ their mother.
7. The woman is looking \_\_\_\_\_ her daughter.
8. What are you doing \_\_\_\_\_ Saturday?
9. I am going to the countryside \_\_\_\_\_ midday.
10. I haven't been to the countryside \_\_\_\_\_ December.

### Activity 3

Write five different sentences with prepositions.

<b>Lesson Title:</b> Prepositions and Adverbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-132	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to use adverbs and prepositions correctly.

## Overview

An **adverb** modifies (describes) a verb, adjective or other adverb.

Examples:

- over
- up
- along
- across
- past
- through
- left
- right
- 

We use prepositions to talk about where something is located. These are called **prepositions of place**.

Examples:

- in
- beside
- in front of
- behind
- on
- next to
- under

It is easy to confuse adverbs and prepositions when giving directions. If you are not sure, remember that an adverb describes the verb. A preposition connects two or more words in a sentence.

Example: Turn **right at** the corner.

- 'Right' is an adverb. It describes the verb 'turn'.
- 'At' is a preposition. It shows the relationship between 'turn' and 'corner'.

## Practice

### Activity 1

Fill in the blanks with an appropriate preposition or adverb.

1. Please leave your muddy shoes \_\_\_\_\_ the front door.
2. I hope to be \_\_\_\_\_ by the time the rain starts.
3. This book is \_\_\_\_\_ my favourite author.
4. The dog can go \_\_\_\_\_ while we paint the walls.
5. You need to walk \_\_\_\_\_ the bridge to reach the park.
6. The arrow went right \_\_\_\_\_ the centre of the target.
7. The rain came \_\_\_\_\_ heavily for several hours.

8. I want to go to outer space and \_\_\_\_\_ .
9. \_\_\_\_\_ this book, you will find the answers to all kinds of mysteries.
10. The book was \_\_\_\_\_ the box.

## Activity 2

Identify whether each word in bold is a preposition or adverb.

1. Joe sat **down**.
2. The plumber went **down** the stairs.
3. The runners stood **behind** the white line.
4. The runner fell **behind**.
5. I saw you leap **across** and run away.
6. Ben ran **across** the street.
7. I asked Jane to come **inside** for a chat.
8. Mary placed the bread **inside** the oven.
9. I read **past** the second chapter.
10. The train roared **past**.

<b>Lesson Title:</b> Oral Descriptive	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-07-133	<b>Class:</b> JSS 1

**Learning Outcome**

By the end of the lesson, you will be able to express yourself orally by describing your school and your house.

**Overview**

When you describe a place, you want the people listening to you to be able to imagine the place in their mind. There are many different ways that you can give a good oral description. First, use all five senses. You must describe what you see at the place, but it is also important to use the other senses too. Try to talk about what you can see, hear, taste, smell and touch. Second, use lots of interesting descriptive words. Try to include different adjectives that can make your description better.

**Practice****Activity 1**

Use the questions below to help you describe your house to a family member or friend.

1. What type of house is it?
2. Where is it situated?
3. What is the physical environment?
4. What are the internal features of your house?
5. What are the external features of your house?
6. What do you admire about your house?

**Activity 2**

Use the questions below to help you describe your school to a family member or friend.

1. What is the name of your school?
2. Where is it situated?
3. How many buildings and classrooms does it have?
4. What is the physical environment like?
5. What is the behaviour of the students and the teachers like?
6. What do you like about your school?

### Activity 3

Complete the sentences with the descriptive words from the word bank below.

beautiful	bright	crowded	large	dirty
expensive	neat	messy	empty	modern
new	noisy	tall	spacious	traditional

1. That restaurant must serve really good food. It is really \_\_\_\_\_. There are so many people there.
2. There are lots of clothes and books and toys all over my son's bedroom. It is very \_\_\_\_\_.
3. I really like my apartment. It is not dark. It has large windows, so it is very \_\_\_\_\_.
4. After my son tidied his room, it was \_\_\_\_\_.
5. No one is in the classroom. It is \_\_\_\_\_.
6. That house costs a lot of money. It is \_\_\_\_\_.
7. It is not an ugly building. In fact, it is really quite \_\_\_\_\_.
8. Sixty thousand people can sit in that football stadium. It is not small – it's \_\_\_\_\_.
9. We did not eat at that restaurant because it was not clean. It was \_\_\_\_\_!
10. There is a \_\_\_\_\_ office building near my home. It was not there last year.
11. Our home is too small. We want to move to a more \_\_\_\_\_ apartment.
12. There is a small \_\_\_\_\_ market in our town. It is the same as markets from a hundred years ago.
13. I need a quiet place to study. This place is too \_\_\_\_\_.
14. It's a \_\_\_\_\_ building. It has 35 floors.
15. That supermarket is not a traditional market. It's very \_\_\_\_\_.

<b>Lesson Title:</b> Shakespearean Text (Abridged Form)	<b>Theme:</b> Reading, Listening and Speaking
<b>Practice Activity:</b> PHL-07-134	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to engage effectively in a range of collaborative discussions on a text, and express your own ideas clearly.

## Overview

**William Shakespeare** was a famous English writer. He wrote many famous plays and poems that we enjoy today. One of his most famous plays is called *Macbeth*.

In the play, Macbeth is a very important man in Scotland. He lives with his wife in a big castle.

One day, he meets some witches who know magic and can see the future. They tell Macbeth he will become King of Scotland in the future, so Macbeth and his wife, Lady Macbeth, decide to kill the King to make the prediction come true. The King comes to visit Macbeth's castle.

Macbeth and his wife have a chance to kill him, but Macbeth is afraid.

## Practice

### Activity 1

Practise reading the following excerpt aloud. It is from the play *Macbeth*. It is a dialogue between Macbeth and his wife, Lady Macbeth. Remember, a dialogue is a conversation between the characters in a play.

Macbeth: We can't go on with this plan. The King has just honoured me, and I have the good opinion of many people. I want to enjoy these honours and not throw them away so soon.

Lady Macbeth: Were you drunk when you seemed so hopeful before? Have you gone to sleep and woken up green and pale in fear? Are you afraid to act the way you want to? Will you take the crown you want so badly, or will you live as a coward, always saying, 'I can't' after you say, 'I want to'?

Macbeth: Please, stop! I want to do only what is good for a man to do. He who wants to do more is not a man at all.

Lady Macbeth: If you weren't a man, then what were you when you told me you wanted to do this? When you wanted to do it, that's when you were a man. And if you do it, you'll be a real man. The time and place are just right, but you are afraid.

Macbeth: But if we fail?

Lady Macbeth: We, fail? If you get your courage up, we can't fail. When the King is asleep I'll get his two servants so drunk that their memory will go up in smoke through the chimneys of their brains. When they lie asleep like pigs, so drunk they'll be dead to the world, what won't you and I be



able to do to the unguarded King? And whatever we do, we can lay all the blame on the drunken servants.

Macbeth: Your fearless spirit is like a man. Now I'm decided, and I will use every muscle in my body to commit this crime. Go now, and pretend to be a friendly hostess. Hide with a false pleasant face what you know in your false, evil heart.

## Activity 2

Answer the comprehension questions about the excerpt.

1. What is Lady Macbeth trying to convince Macbeth to do?
2. How does Lady Macbeth offer to help him?
3. What does Macbeth compare Lady Macbeth's to?

## Activity 3

The following definitions are from the play. Read the definitions and then use each word in a sentence of your own.

1. fearless: without any fear, having no fear
2. honoured: treated with respect
3. coward: someone who is afraid to do things

<b>Lesson Title:</b> Shakespearean Text (Abridged Form, Continuation)	<b>Theme:</b> Reading, Listening and Speaking
<b>Practice Activity:</b> PHL-07-135	<b>Class:</b> JSS 1



### Learning Outcomes

By the end of the lesson, you will be able to describe the two main characters in *Macbeth* and their roles.

## Overview

*Macbeth* is one of William Shakespeare's most famous plays. It is about Macbeth, a Scottish nobleman. He meets three witches who tell him that he will become King of Scotland. Macbeth tells his wife. They decide to kill the King so that the prediction will come true.

When you read a story or a play, it is important to think about the characters. Two of the most important characters in the play *Macbeth* are Macbeth and his wife, Lady Macbeth. When you read the play, think about Macbeth and Lady Macbeth. How would you describe them? What kind of people are they? How are they similar and how are they different?

## Practice

### Activity 1

Practise reading the following excerpt aloud. It is from the play *Macbeth*. It is a dialogue between Macbeth and his wife, Lady Macbeth. Remember, a dialogue is a conversation between the characters in a play.

Macbeth: We can't go on with this plan. The King has just honoured me, and I have the good opinion of many people. I want to enjoy these honours and not throw them away so soon.

Lady Macbeth: Were you drunk when you seemed so hopeful before? Have you gone to sleep and woken up green and pale in fear? Are you afraid to act the way you want to? Will you take the crown you want so badly, or will you live as a coward, always saying, 'I can't' after you say, 'I want to'?

Macbeth: Please, stop! I want to do only what is good for a man to do. He who wants to do more is not a man at all.

Lady Macbeth: If you weren't a man, then what were you when you told me you wanted to do this? When you wanted to do it, that's when you were a man. And if you do it, you'll be a real man. The time and place are just right, but you are afraid.

Macbeth: But if we fail?

Lady Macbeth: We, fail? If you get your courage up, we can't fail. When the King is asleep I'll get his two servants so drunk that their memory will go up in smoke through the chimneys of their brains. When they lie asleep like pigs, so drunk they'll be dead to the world, what won't you and I be

able to do to the unguarded King? And whatever we do, we can lay all the blame on the drunken servants.

Macbeth: Your fearless spirit is like a man. Now I'm decided, and I will use every muscle in my body to commit this crime. Go now, and pretend to be a friendly hostess. Hide with a false pleasant face what you know in your false, evil heart.

## Activity 2

Answer the comprehension questions about the excerpt.

1. What is the character of Macbeth according to the dialogue?
2. What is the character of Lady Macbeth according to the dialogue?
3. Do you think that they should kill the King? Why, or why not?
4. Do you think they will kill the King? Why, or why not?
5. Summarise the excerpt from the play in your own words.

<b>Lesson Title:</b> The Present Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-136	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to conjugate verbs in the present continuous tense.

## Overview

We use the **present continuous tense** to talk about the present. It tells us about what is happening now. We use the present continuous tense to discuss actions that are still in progress.

To form the present continuous tense, we use the present tense of the verb 'to be' and the present participle of the main verb (am/is/are + main verb + 'ing').

Examples:

- I **am going** to school.
- You **are working** tonight.
- He **is studying** Mathematics.
- She **is playing** the piano.
- It **is raining** outside.
- We **are listening** to the radio.
- They **are washing** their clothes.

To make the sentences negative, we add 'not' between the present tense of the verb 'to be' and the present participle of the main verb (am/is/are + not + main verb + 'ing').

Examples:

- I **am not going** to school.
- You **are not working** tonight.
- He **is not studying** Mathematics.
- She **is not playing** the piano.
- It **is not raining** outside.
- We **are not listening** to the radio.
- They **are not washing** their clothes.

To ask questions, you have to change the word order and start with the present tense of the verb 'to be' (am/is/are + subject + main verb + 'ing').

Examples:

- Am I **going** to school?
- **Are you working** tonight?
- **Is he studying** Mathematics?
- **Is she playing** the piano?
- **Is it raining** outside?

- **Are we listening** to the radio?
- **Are they washing** their clothes?

The table below shows different groups of verbs. These verbs are examples of exceptions in the present continuous tense. The verbs in the last column are not used in the present continuous tense because they are not actions.

Double Consonants	Drop the 'e' and add 'ing'	Not Used in the Present Continuous Tense
<ul style="list-style-type: none"> <li>• swim – swimming</li> <li>• put – putting</li> <li>• run – running</li> <li>• stop – stopping</li> <li>• begin – beginning</li> </ul>	<ul style="list-style-type: none"> <li>• leave – leaving</li> <li>• argue – arguing</li> <li>• bake – baking</li> <li>• ride – riding</li> <li>• drive – driving</li> <li>• write – writing</li> <li>• dance – dancing</li> <li>• make – making</li> </ul>	<ul style="list-style-type: none"> <li>• love</li> <li>• like</li> <li>• hate</li> <li>• believe</li> <li>• need</li> <li>• want</li> <li>• cost</li> <li>• wish</li> </ul>

## Practice

### Activity 1

Write the verbs in brackets in the present continuous tense to complete the following sentences.

Example: John \_\_\_\_\_ (read) a book now. Answer: John **is reading** a book now.

1. What \_\_\_\_\_ (you do) tonight?
2. Mohamed and Bockarie \_\_\_\_\_ (work) late today.
3. Nassu \_\_\_\_\_ (not listen) to music
4. Maria \_\_\_\_\_ (sit) next to Paul.
5. How many other pupils \_\_\_\_\_ (you study) with?
6. She \_\_\_\_\_ (run) because she is late for her lesson.
7. We \_\_\_\_\_ (not go) to the concert.
8. I \_\_\_\_\_ (not work) today. I am on holiday.
9. Michael \_\_\_\_\_ (not use) his computer at the moment.
10. Tony \_\_\_\_\_ (not live) near the church anymore.

## Activity 2

Write the following sentences in the present continuous tense.

Example: I slept outside. Answer: I **am sleeping** outside.

1. You play football.
2. We watch television.
3. She lives in Bo.
4. Momoh runs for the bus.
5. We go to the cinema.
6. She reads the newspaper.
7. Lucia eats chocolate.
8. We do not study French.
9. Bockarie and Michael live in Kono.
10. He works in a restaurant.

## Activity 3

Write five of your own sentences in the present continuous tense.

<b>Lesson Title:</b> The Present Continuous Tense (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-137	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to write positive and negative sentences using the present continuous tense.

## Overview

We use the **present continuous tense** to talk about actions that are happening now. When we speak or write informally, we often use **contractions** with the present continuous tense. Contractions are shortened versions of words. Contractions are when we put two words together and shorten them into one word. We use contractions a lot when we are speaking. Look at the examples below:

- I am – I'm
- you are – you're
- he is – he's
- she is – she's
- it is – it's
- we are – we're
- they are – they're

We can also make contractions for negatives. Look at the examples below:

- I am not – I'm not
- you are not – you aren't
- he is not – he isn't
- she is not – she isn't
- it is not – it isn't
- we are not – we aren't
- they are not – they aren't

## Practice

### Activity 1

Fill in the blanks with the verb in brackets in the present continuous tense. Use contractions where appropriate.

1. She \_\_\_\_\_ (work) in the garden.
2. I \_\_\_\_\_ (read) *Oliver Twist* at the moment.
3. He \_\_\_\_\_ (watch) the television.
4. Who \_\_\_\_\_ (play) the radio?
5. Don't make noise. The baby \_\_\_\_\_ (sleep).

6. I \_\_\_\_\_ (wait) in the park now.
7. They \_\_\_\_\_ (cook) in the kitchen.
8. He \_\_\_\_\_ (make) bread at the moment.
9. Mother \_\_\_\_\_ (knit) a sweater.
10. They \_\_\_\_\_ (play) football.

## **Activity 2**

Change the following sentences into the negative present continuous tense. Use appropriate contractions.

1. The girls are riding their bicycles.
2. He is taking out a book.
3. The baby is crying.
4. You are listening to music.
5. The dog is running after the cat.
6. I am washing my hair.
7. She is sitting on the chair.
8. My mother is preparing lunch now.
9. We are carrying buckets.
10. The teacher is opening the window.



<b>Lesson Title:</b> Punctuation and Intonation	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-138	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Recognise punctuation marks in writing.
2. Use intonation in reading.

### Overview

Punctuation and intonation are both important for reading aloud. **Punctuation** helps you know where to stop, slow down or pause when you are reading.

The table below explains some different types of punctuation marks.

Punctuation Mark	Symbol	Explanation and Examples
Full Stop	.	<ul style="list-style-type: none"> <li>• It is used at the end of a sentence.</li> </ul> Examples: <ul style="list-style-type: none"> <li>- We are at school.</li> <li>- Read silently.</li> </ul>
Question Mark	?	<ul style="list-style-type: none"> <li>• It is used after a question.</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Where is their house?</li> <li>- How do you make a cake?</li> </ul>
Comma	,	<ul style="list-style-type: none"> <li>• It separates items in a list.</li> <li>• It is used after introductory words or phrases.</li> <li>• It is also used with quotation marks or inverted commas.</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Mother made eggs, rice and beans.</li> <li>- In the end, we played in the rain.</li> <li>- She said, 'I have a new bicycle'.</li> </ul>
Inverted Comma	'...'	<ul style="list-style-type: none"> <li>• It is used to show what someone says or thinks.</li> </ul> Examples: <ul style="list-style-type: none"> <li>- 'What time is it?' she asked.</li> <li>- 'I wonder if we will win the match', he thought.</li> </ul>
Exclamation Mark	!	<ul style="list-style-type: none"> <li>• It is used to show strong emotion.</li> </ul> Examples: <ul style="list-style-type: none"> <li>- I love football!</li> <li>- Wow!</li> </ul>

**Intonation** is the rise and fall of your voice when you speak. There are two types of intonation in English:

- **Falling intonation** is used with questions starting with 'who', 'what', 'when', 'where', 'why' and 'how'. It is also used when a sentence ends with a full stop or an exclamation mark. When we use falling intonation, our voice deepens for a moment.
- **Rising intonation** is usually used in questions with a 'yes' or 'no' answer. When we use rising intonation, our voice gets higher for a moment.

## Practice

### Activity 1

Read the following chapters aloud. Think about when to use rising and falling intonation.

#### Chapter One: Miriam's Problem

Miriam was worried about Eid. She had been married to her husband Ahmad for thirty years and loved him very much but had no money to buy him a present. Her children lived away from home and did not help her and Ahmad. She did not want Ahmad not to have a present to open and did not know what to do. She wanted to buy him a nice, new leather strap for his watch. He had a lot of job interviews to go to and she wanted him to look smart. She was sitting at the table in her house thinking what to do when she looked at a vase on the shelf. It was one of her favourite things and she had bought it many years before when times were better, but now they could not afford flowers so it was always empty. She thought, 'I know! I'll go and sell the vase to get money for the watch strap.' She managed to get a good price and bought a beautiful blue strap. She wrapped up the present in pretty paper and hid it in the kitchen so Ahmad would not find it before Eid.

#### Chapter Two: Ahmad's Problem

Ahmad was also worried about Eid. He did not have money for a present for Miriam. He loved her very much and did not want her to be sad. He did not have a good job and although he tried to get another one by going for interviews he was not lucky. He looked at his watch, which was tied to his wrist with some material because the strap was broken. He was late. He had to get home to Miriam.

### Activity 2

Identify whether the following sentences have rising intonation or falling intonation.

1. Oh no, poor Mohamed!
2. Do you remember what the teacher said?
3. He hurt himself when he landed on the rocky ground.
4. Shall we resume the story?
5. Where did I put my pen?

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-139	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Continue reading prose text.
2. Answer questions relating to the chapter of a book.

### Overview

**Chapters** are sections of a text. When you get to the end of a chapter you should stop reading for a short while. This is a good time to think about what you have read and ask yourself questions such as:

- Did I understand the chapter?
- Can I summarise what happened in the chapter in a few sentences?
- Were there any new words in the chapter? What do they mean?
- What do I think will happen in the next chapter?

### Practice

#### Activity 1

Read the following chapter and answer the comprehension questions in full sentences.

#### Chapter Three: Surprises at Eid

On the first morning of Eid after Ahmad came back from the mosque, Miriam told him she had a surprise for him. She gave him the present and he opened it. When he saw the beautiful watch strap, he looked shocked and sad. 'What's wrong?' asked Miriam. 'Don't you like it? I sold my vase to get it for you.' 'I love it,' said Ahmad, 'but there is a big problem'. He went to get his shopping bag and took out a big bunch of colourful flowers from the best florist in the city. 'I sold my watch to buy these for you and now there is nowhere to put them.' Miriam started laughing and after some time Ahmad laughed too. 'Never mind,' he said, 'I also bought some special food for today. We can eat that and celebrate. When I get a good job, I'll buy you more flowers, a nice new vase and I'll get myself a new watch too.'

#### Comprehension questions

1. What is Eid?
2. What surprise did Miriam have for Ahmad?
3. What did Miriam do to buy the gift for Ahmad?
4. What did Ahmad do to buy the flowers for Miriam?
5. What does the chapter tell us about the two characters?

#### Activity 2

Summarise the chapter in one or two sentences.

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-140	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to write short poems using your own ideas.

## Overview

**Poetry** is a kind of writing. It is different than other types of writing because of its structure and form. When you read a poem you see that it usually looks different on the page than a story or an article. It can have long lines or short lines. It can have lots of punctuation or little punctuation. A poem can rhyme, but it does not have to. It usually has some kind of pattern. When writing a poem, you want to think about the words and descriptions you choose. People like to write poems to express emotions. They also like to write poems that make the reader use his or her imagination.

Poems often use literary devices like metaphors.

- A **metaphor** makes a comparison without using 'like' or 'as'. It says that one thing is another.

Examples:

- The classroom was a zoo!  
Meaning: The pupils were behaving like wild animals in the classroom.
- Her brain is a computer.  
Meaning: She is very clever.

## Practice

### Activity 1

Read the following poem and answer the comprehension questions.

#### Poem

My mother is a blanket that is warm.  
She wraps me up when I am scared and cold.  
My father is a ladder that stands strong.  
He holds me when I climb his steps to learn.  
My brother is a needle, sharp and sometimes mean.  
But he sews me when I tear myself apart.  
My sister is a book that holds a million words.  
She tells me about places far away.  
My uncle is a huge, calm tree that reaches to the sky.  
He protects me with his branches when I run in from the rain.

My aunt is a mango that's been growing in the sun.  
She feeds me with her sweetness and her warmth.  
My granddad was the universe.  
But the universe has gone.

**Comprehension questions**

1. What is the poem about?
2. Identify two metaphors used in the poem.
3. Name the relationships mentioned in the poem.

**Activity 2**

Write three metaphors of your own to describe friends.

<b>Lesson Title:</b> Drama: Literary Terms	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-141	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to give more examples of similes, metaphors and personification.

## Overview

**Literary terms** are words that are used to talk about literature. When reading a play or drama, you will often see metaphors, personification and similes.

- A **simile** makes a comparison using 'like' or 'as'.

Examples:

- He is as tall as a tree.  
Meaning: He is very tall.
- She is fast like a cheetah.  
Meaning: She is very fast.

- A **metaphor** makes a comparison without using 'like' or 'as'. It says that one thing is another.

Examples:

- The truck was a monster.  
Meaning: The truck was big and scary.
- My heart is broken.  
Meaning: I am very sad.

- **Personification** is when we give human qualities or characteristics to animals and things.

Examples:

- The dry plants begged for water.  
Meaning: The plants were dry and needed water badly.
- The angry storm attacked the coast.  
Meaning: The storm was very strong and dangerous.

## Practice

### Activity 1

Identify whether the following sentences use a simile, metaphor or personification.

1. The kitchen is the heart of my mother's house.
2. The wind screeched through the trees.
3. The idea was a fire in my head.
4. Grandmother's house smells like a rose garden.
5. The truck groaned under the weight of its load.
6. The rain was a curtain of water on the window.
7. The flowers ached for sunshine, after a week of rain.

8. Sue felt as light as a feather.
9. The big beach blanket blew in the wind.
10. You have to watch him closely because he is a real fox.
11. When she was running, her legs felt like lead.
12. Their love was as strong as a rock.
13. The moon hid her face.
14. He was a lion in the fight.
15. Fortune smiled on all of us.

## **Activity 2**

Write three similes, three metaphors and three examples of personification from the sentences below.

1. That exam was as hard as nailing jelly to a tree.
2. The ice devoured anything standing in its way, causing devastation.
3. My sister with chocolate is like a moth to a flame.
4. When I didn't make the team, my dream of being a football superstar died.
5. The vegetables were itching for water; they had wilted in the harsh sunlight.
6. The old detective's face was a stone as he listened to her tragic, lengthy story.
7. I can't get a single thing past my teacher – she has eyes like a hawk!
8. Her tears were a river flowing down her cheeks, her hair a tangle of vines.
9. The teenager's stomach was a bottomless pit.
10. His voice, meant to be soothing, was actually like fingernails on a chalkboard.
11. My alarm clock yells at me every morning – sometimes I yell back at it.
12. The stairs in the old house groaned when we stepped on them.
13. My mother was as happy as a dog with two tails.
14. The slide in the playground was a hot stove that scorched the children as they descended.

<b>Lesson Title:</b> Drama	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-142	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to role-play sections from the play.

## Overview

It is important that you read a play before you role-play it or act it out. A **drama** or **play** looks different on the page than a story or poem. This is because a play is meant to be performed. The character's name is followed by a colon to show that he or she is speaking. When you perform a play, you only read what the character says, you do not read the name. A play can also have descriptions for the reader. These help the reader to understand what is happening.

## Practice

### Activity 1

Practise reading the dialogue from the play aloud. If possible, have friends or family members read the play with you so that you can role-play.

#### Alfred's Birthday

Alfred: Mum, I'm going out with my friends.

Alfred's mum: Alfred, you are not going out with your friends! I have a lot of things I need you to do. I am tired of you being lazy and not helping me.

Alfred: But Mum, it's my birthday! I should see my friends on my birthday.

Alfred's mum: Don't be ungrateful. We gave you a present this morning. You can't avoid helping me all day because it is your birthday. Here is a list of things I want you to do in town. Go, and don't come back until you have done everything.

*Alfred leaves the house sad and angry. He sees his friend Hassan walking down the road.*

Alfred: Hassan! Come here. It's my birthday but I have to do things for my mum. Can you keep me company while I go into town?

Hassan: No, sorry. I have too much homework to do for Monday.

Alfred: Homework is more important than your friend? First my mum is unkind to me and now you. This is a terrible birthday.

Hassan: Alfred, studying hard for school is more important to me than going with you on your birthday.

*Alfred walks away angrier and sadder. He sees his friend Esther.*

Alfred: Esther! Come here, it's my birthday but I have to do things for my mum. Can you keep me company while I go into town?

Esther: No, sorry. I am going home. There is a programme I want to listen to on the radio.



Alfred:                Listening to the radio is more important than your friend? First my mum is unkind to me, then Hassan and now you. This is a terrible birthday.

*Alfred walks away angrier and sadder than ever. He goes to town and does all the things his mum asked him to. When he comes back, he walks into the house. Alfred's mum, Esther, Hassan and more friends are there.*

Everybody:        SURPRISE!

Alfred:             A party? For me? I thought you all hated me!

Alfred's mum:    Of course not, Alfred. We all love you! We had to get you out of the way so we could plan your surprise party!

## **Activity 2**

Answer the comprehension questions about the play.

1. How does Alfred feel about the way his friends and family behave on his birthday?
2. How would you feel in Alfred's position?
3. How did Alfred feel at the end of the play?

<b>Lesson Title:</b> Drama (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-143	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to role-play sections from the play.

## Overview

A **drama** is written to be performed. It can be performed on the radio, on television or 'live'. When you role-play a drama, you perform it for an audience. You act out the story for people to watch and listen.

You want the play to be interesting! Before you start, make sure that you read the play carefully and think about the characters. Make sure that you speak loudly, clearly and with correct intonation.

## Practice

### Activity 1

Practise reading the dialogue from the play aloud. If possible, have friends or family members read the play with you so that you can role-play.

#### Alfred's Birthday

Alfred: Mum, I'm going out with my friends.

Alfred's mum: Alfred, you are not going out with your friends! I have a lot of things I need you to do. I am tired of you being lazy and not helping me.

Alfred: But Mum, it's my birthday! I should see my friends on my birthday.

Alfred's mum: Don't be ungrateful. We gave you a present this morning. You can't avoid helping me all day because it is your birthday. Here is a list of things I want you to do in town. Go, and don't come back until you have done everything.

*Alfred leaves the house sad and angry. He sees his friend Hassan walking down the road.*

Alfred: Hassan! Come here. It's my birthday but I have to do things for my mum. Can you keep me company while I go into town?

Hassan: No, sorry. I have too much homework to do for Monday.

Alfred: Homework is more important than your friend? First my mum is unkind to me and now you. This is a terrible birthday.

Hassan: Alfred, studying hard for school is more important to me than going with you on your birthday.

*Alfred walks away angrier and sadder. He sees his friend Esther.*

Alfred: Esther! Come here, it's my birthday but I have to do things for my mum. Can you keep me company while I go into town?

Esther: No, sorry. I am going home. There is a programme I want to listen to on the radio.

Alfred: Listening to the radio is more important than your friend? First my mum is unkind to me, then Hassan, and now you. This is a terrible birthday.

*Alfred walks away angrier and sadder than ever. He goes to town and does all the things his mum asked him to. When he comes back, he walks into the house. Alfred's mum, Esther, Hassan and more friends are there.*

Everybody: SURPRISE!

Alfred: A party? For me? I thought you all hated me!

Alfred's mum: Of course not, Alfred. We all love you! We had to get you out of the way so we could plan your surprise party!

## **Activity 2**

What do you think happened at the party? Write four more lines for the end of the play.

<b>Lesson Title:</b> The Past Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-144	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to construct sentences in the past continuous tense.

## Overview

We use the **past continuous tense** to talk about the past. It is used to describe what was happening at a specific time in the past.

We use the past continuous tense to:

- Talk about something that continued before and after an action or time in the past

Examples:

- The pupils were writing the exam when I walked into the room.  
Explanation: Before I walked into the room, they were writing the exam and they continued to write the exam after I walked into the room.
- He lost the ball while they were playing outside.  
Explanation: They were playing outside. He lost the ball.

- Show that something happened many times or for a long time in the past

Examples:

- They were studying for the exam every day last week.
- My sister was studying French in senior secondary school.

The past continuous tense looks the same as the present continuous tense except the verb 'to be' is in the simple past. To form the past continuous tense, we use the past tense of the verb 'to be' and the present participle of the main verb (was/were + main verb + 'ing').

Examples:

- I **was going** to school when we saw the accident.
- You **were working** last night when I got home.
- He **was studying** Mathematics all weekend.
- She **was playing** the piano last night.
- It **was raining** outside when we went to bed.
- We **were listening** to the radio when the power went off.
- They **were washing** their clothes when it started to rain.

To make the sentences negative, add 'not' between the past tense of the verb 'to be' and the present participle of the main verb (was/were + not + main verb + 'ing').

Examples:

- I **was not going** to school when we saw the accident.
- You **were not working** last night when I got home.
- He **was not studying** Mathematics all weekend.
- She **was not playing** the piano last night.
- It **was not raining** outside when we went to bed.
- We **were not listening** to the radio when the power went off.
- They **were not washing** their clothes when it started to rain.

To ask questions, you have to change the word order and start with the past tense of the verb 'to be' (am/is/are + subject + main verb + 'ing').

Examples:

- **Was I going** to school when we saw the accident?
- **Were you working** last night when I got home?
- **Was he studying** Mathematics all weekend?
- **Was she playing** the piano last night?
- **Was it raining** outside when we went to bed?
- **Were we listening** to the radio when the power went off?
- **Were they washing** their clothes when it started to rain?

## Practice

### Activity 1

Write the verbs in brackets in the past continuous tense to complete the sentences.

1. When I phoned my friends, they (play) \_\_\_\_\_ football.
2. Yesterday at 6pm, I (prepare) \_\_\_\_\_ dinner.
3. The children (play) \_\_\_\_\_ in the garden when it suddenly began to rain.
4. I (practise) \_\_\_\_\_ the guitar when he came home.
5. While Peter (work) \_\_\_\_\_ in his room, his friends swam in the pool.
6. I tried to tell them the truth but they (not/listen) \_\_\_\_\_.
7. What (you/do) \_\_\_\_\_ yesterday?
8. I (listen) \_\_\_\_\_ to the radio while my sister watched TV.
9. When I arrived, they (play) \_\_\_\_\_ cards.
10. We (study) \_\_\_\_\_ Language Arts yesterday at 4pm.

## Activity 2

Write the verbs in brackets in the negative past continuous tense to complete the sentences.

1. Julie \_\_\_\_\_ (sleep) at 3 o'clock.
2. You \_\_\_\_\_ (study) when she came in.
3. Luke \_\_\_\_\_ (read) his book when the thieves entered the room.
4. John \_\_\_\_\_ (play) tennis when his teacher arrived.
5. We \_\_\_\_\_ (watch) the game when the fire started.
6. He \_\_\_\_\_ (use) the internet in the computer lab.
7. Fatu \_\_\_\_\_ (travel) to Kono yesterday.
8. Hawa \_\_\_\_\_ (talk) in the class.
9. Adama \_\_\_\_\_ (play) cards.
10. Doctor Senesie \_\_\_\_\_ (work) when I arrived.

## Activity 3

Write five positive sentences in the past continuous tense and five negative sentences in the past continuous tense.

## Activity 4

Write five of your own questions in the past continuous tense.

<b>Lesson Title:</b> The Past Continuous Tense (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-145	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to construct sentences in the past continuous tense.

### Overview

Remember, we use the **past continuous tense** to talk about actions that were happening in the past. The past continuous tense is formed by: was/were + verb + 'ing'.

You can use **contractions** with the past continuous tense. Contractions are shortened versions of words – you put two words together and shorten them into one word. Remember, you use contractions when you are speaking or writing informally. You should not use contractions in formal writing.

In the past continuous tense, you can only use contractions with negative sentences. You cannot use contractions with positive sentences or questions. Look at the examples below:

- I was not – I wasn't
- you were not – you weren't
- he was not – he wasn't
- she was not – she wasn't
- it was not – it wasn't
- we were not – we weren't
- they were not – they weren't

The table below shows example sentences using the past continuous tense. Notice that there are two different ways you can write negative sentences (with and without a contraction).

Positive Sentence	Negative Sentence	Question
<ul style="list-style-type: none"> <li>• He was playing football yesterday.</li> </ul>	<ul style="list-style-type: none"> <li>• He was not playing football yesterday.</li> <li>• He wasn't playing football yesterday.</li> </ul>	<ul style="list-style-type: none"> <li>• Was he playing football yesterday?</li> </ul>

## Practice

### Activity 1

Complete the following dialogue with the full negative form of the past continuous tense (not contractions).

- Brima: Were you talking to Koroma during dinner?  
Joe: I \_\_\_\_\_ to anybody, I was alone.
- Brima: Were you watching a football match when I phoned you?  
Joe: I \_\_\_\_\_ football. I was listening to music.
- Brima: Was I wearing the blue tie at the party?  
Joe: You \_\_\_\_\_ any tie, as far as I can remember.
- Brima: Guess what I was doing between 5 and 6 o'clock.  
Joe: You \_\_\_\_\_ anything, your sister told me.
- Brima: When I met them, Sam was buying some meat and Mariatu was buying drinks.  
Joe: I don't understand why they \_\_\_\_\_ things together.
- Brima: Kadiatu was looking at me when we got out of the car.  
Joe: It's not true! She \_\_\_\_\_ at you.

### Activity 2

Write the verbs in brackets in the contracted form of the negative past continuous tense to complete the sentences.

Example: We \_\_\_\_\_ (dance) at the party last night. Answer: We **weren't dancing** at the party last night.

- Jalloh \_\_\_\_\_ (work) hard for his exams.
- I \_\_\_\_\_ (sleep) when you came.
- I \_\_\_\_\_ (listen) to you when you turned to me.
- He \_\_\_\_\_ (come) with us to the party until you decided to join us.
- He \_\_\_\_\_ (listen) to his teacher when he asked a question.
- They \_\_\_\_\_ (sing) when I saw them.
- John \_\_\_\_\_ (work) in the company at that time.
- Nancy \_\_\_\_\_ (cry) yesterday.
- We \_\_\_\_\_ (laugh) at the joke.
- She \_\_\_\_\_ (wait) for him yesterday.

### Activity 3

Use the verbs in brackets to write questions in the past continuous tense.

Example: \_\_\_\_\_ she \_\_\_\_\_ (take) exam last month? Answer: **Was** she **taking** exams last month?

- \_\_\_\_\_ he \_\_\_\_\_ (laugh) at me?
- \_\_\_\_\_ Kamara \_\_\_\_\_ (work) in a factory?
- \_\_\_\_\_ they \_\_\_\_\_ (speak) to me?
- \_\_\_\_\_ we \_\_\_\_\_ (study) for the exam that day?
- \_\_\_\_\_ she \_\_\_\_\_ (wash) her clothes?



<b>Lesson Title:</b> Future Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-146	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will know that future tenses are used for actions that have not yet taken place.

## Overview

We use the **future tenses** to talk about actions that have not happened yet. We do not know what will happen in the future. We can guess what will happen in the future. We can also make plans for the future.

To form the **simple future tense**, use 'will' and the main verb (subject + will + verb).

Examples:

- I **will study** for the exam this weekend.
- She **will become** a doctor.
- He **will finish** his homework tonight.
- It **will rain** later.
- We **will go** to Ghana this summer.
- They **will build** a house in Bo.

To make the sentences negative, add 'not' between 'will' and the main verb (subject + will + not + verb).

Examples:

- I **will not study** for the exam this weekend.
- She **will not become** a doctor.
- He **will not finish** his homework tonight.
- It **will not rain** later.
- We **will not go** to Ghana this summer.
- They **will not build** a house in Bo.

To ask questions, you have to change the word order and start with 'will' (will + subject + verb).

- **Will I study** for the exam this weekend?
- **Will she become** a doctor?
- **Will he finish** his homework tonight?
- **Will it rain** later?
- **Will we go** to Ghana this summer?
- **Will they build** a house in Bo?

## Practice

### Activity 1

Complete the following sentences using the future simple tense. Choose the correct answer from the multiple choice options given.

1. In two days, I \_\_\_\_\_ my results.
  - a. Will know
  - b. Would know
  - c. Will be knowing
2. There is the doorbell! I \_\_\_\_\_.
  - a. Would go
  - b. Am going
  - c. Will go
3. You \_\_\_\_\_ the decision.
  - a. Will be regretting
  - b. Will regret
  - c. Would regret
4. We \_\_\_\_\_ what happened to her.
  - a. Will never know
  - b. Would never know
  - c. Will never be knowing
5. The whole nation \_\_\_\_\_ proud of you.
  - a. Is
  - b. Will be
  - c. Would be
6. That \_\_\_\_\_ our gift to the school.
  - a. Will be
  - b. Would be
  - c. Would have been
7. Kind words \_\_\_\_\_ others joy.
  - a. Will give
  - b. Would give
  - c. Will be giving
8. This piece of wisdom \_\_\_\_\_ you ten thousand Leones.
  - a. Will cost
  - b. Would cost
  - c. Will be costing
9. You \_\_\_\_\_ my position.
  - a. Will never understand
  - b. Would never understand
  - c. Never understand

10. Someday, I \_\_\_\_\_ a novel.

- a. Will be writing
- b. Will write
- c. Would write

11. I \_\_\_\_\_ this!

- a. Will not permit
- b. Would not permit
- c. Will not be permitting

12. He \_\_\_\_\_ the test.

- a. Cannot pass
- b. Will not pass
- c. Will not be pass

### Activity 2

Write the verbs in brackets in the simple future tense to complete the sentences.

Example: Lucy \_\_\_\_\_ (move) to Freetown. Lucy **will move** to Freetown.

1. Be careful! That tree \_\_\_\_\_ (fall).
2. Bye! I \_\_\_\_\_ (be) back!
3. I am all dressed up in my new football kit because I \_\_\_\_\_ (play) today.
4. I \_\_\_\_\_ (see) you some time this evening.
5. I \_\_\_\_\_ (eat) dinner with you because I booked a table for two.
6. The president \_\_\_\_\_ (arrive) at 6pm.
7. Jane \_\_\_\_\_ (have) a baby in December.
8. It was nice to talk to you. I \_\_\_\_\_ (call) you again tomorrow.
9. This rainy season, I \_\_\_\_\_ (stay) here. What are your plans?
10. Michael is tired so he \_\_\_\_\_ (go) to bed early tonight.

### Activity 3

Write five of your own sentences in the simple future tense.

<b>Lesson Title:</b> Future Tenses (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-07-147	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to use 'shall' and 'will' in sentences and to ask questions in the simple future tense.

### Overview

We use the **future tenses** to talk about actions at a time later than now.

There are two ways to form the **simple future tense**. You can use the helping verb 'will' or 'shall' and the main verb (subject + will/shall + main verb).

There are some differences between will and shall:

- 'Shall' is more formal than 'will'.
- 'Shall' is more old-fashioned and is not as commonly used.
- You can use 'will' with any subject, but you can only use 'shall' with 'I' and 'we'.

Look at the examples in the table below.

Positive Sentences	Negative Sentences	Questions
I will go to Freetown. I shall go to Freetown.	I will not go to Freetown. I shall not go to Freetown.	Will I go to Freetown? Shall I go to Freetown?
He will win the contest.	He will not win the contest.	Will he win the contest?
She will like this cake.	She will not like this cake.	Will she like this cake?
It will be hot tomorrow.	It will not be hot tomorrow.	Will it be hot tomorrow?
We will dance tonight. We shall dance tonight.	We will not dance tonight. We shall not dance tonight.	Will we dance tonight? Shall we dance tonight?
They will buy a new car.	They will not buy a new car.	Will they buy a new car?

### Practice

#### Activity 1

Change the following questions into the simple future tense.

Example: Are you ready? – **Will you be** ready?

1. Is the room spacious?
2. Do you have enough money to spend?
3. Does the house have a large kitchen?
4. Does she have a car?
5. Does he have a share in the profits?

## Activity 2

Fill in the blanks with the verb in brackets in the simple future tense to complete the sentences.

Example: I \_\_\_\_\_ (not/help) you move tomorrow. Answer: I **will not help** you move tomorrow.

1. The bus \_\_\_\_\_ at 3:00pm. (leave)
2. You \_\_\_\_\_ my friends next week. (not/meet)
3. We \_\_\_\_\_ pictures in a few minutes. (take)
4. Tom \_\_\_\_\_ some flowers on the way home. (buy)
5. Jane \_\_\_\_\_ to the party tonight. (not/come)
6. They \_\_\_\_\_ the movie with us. (not/see)
7. The office \_\_\_\_\_ you an email on Monday. (send)
8. I \_\_\_\_\_ the tools. (bring)
9. Class \_\_\_\_\_ at 10.30am. (not/begin)
10. I \_\_\_\_\_ Amie about the accident. (tell)

## Activity 3

Write a short paragraph of 3–5 sentences describing what you will do this weekend. Use the simple future tense.

Example: This weekend I will meet my friends. We will go to the river and swim. Then we will try to catch some fish. Afterwards, we will cook the fish and have a delicious meal.

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-07-148	<b>Class:</b> JSS 1



### Learning Outcomes

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

1. Read chapters.
2. Explain chapters.

## Overview

When you read a text, try to use your **reading strategies**. These will help you understand the text and get the information that you need. They will also help you to read faster. Remember, when you have an exam it is always helpful to read the questions before you read the text. When you read the questions first, they act as your guide. They tell you what to look for when you are reading.

Here are some of the reading strategies that you have learned:

- **Scanning** is when you look for specific information in a text. You do not need to worry about all of the information – only the information you are looking for.
- **Skimming** is when you read to get the general idea of a text. You do not need to know the details, you just need to find out the main points.
- **Summarising** is when you explain the entire text in a short paragraph or a few sentences. You explain what the text is about in your own words.

## Practice

### Activity 1

Read the following chapters and answer the comprehension questions.

#### Chapter One: The Bad-Tempered Boy<sup>1</sup>

In a small village, a boy lived with his father and mother. The boy's parents were very sad because of his bad temper. The boy used to get angry very quickly and shout at people. He used words that hurt others. He was rude to kids, neighbours and even his friends. His friends and neighbours stayed away from him, and his parents were really worried about him. His mother and father advised him many times to control his anger and be kinder. Unfortunately, all their attempts failed. Finally, the boy's father came up with an idea.

#### Chapter Two: The Nails

One day, the father gave his son a huge bag of nails. He asked him to hammer one nail into the fence every time he became angry and lost his temper. The boy found it amusing and accepted the task.

Every time he lost his temper, he ran to the fence and hammered in a nail. His anger made him hammer nails into the fence 30 times on the first day! After a few days, the number of nails

hammered into the fence was reduced to half. The boy found it very difficult to hammer in the nails and decided to control his temper.

Over time, the number of nails hammered into the fence was reduced and the day arrived when not one nail was hammered in! The boy did not lose his temper at all that day and for the next few days.

### Chapter Three: The Scars

The boy's father told him to remove a nail each time he controlled his anger. Several days passed and the boy was able to pull out most of the nails from the fence. However, there remained a few nails that he could not pull out.

The boy told his father about it. The father went to the fence with him and asked, 'What do you see there?'

The boy replied, 'A hole in the fence!'

He told the boy, 'The nails were your bad temper and they were hammered into people. You can remove the nails but the holes in the fence will still be there. The fence will never look the same. It has scars all over. Some nails cannot even be pulled out. You can stab a man with a knife and say sorry later, but the wound will remain there forever. Your bad temper and angry words were like that! Words can be more painful than hitting someone. Use words for good things. Use them to grow relationships. Use them to show the love and kindness in your heart!'

<sup>1</sup>Story adapted from <http://www.kidsworldfun.com/>

### **Comprehension questions**

Skim the text to find the answer to the following questions.

1. Why were the parents worried about the boy?
2. How did the father teach the boy to control his anger?
3. What lesson did the boy learn?

Scan the text to find the answer to the following questions.

4. What did the father give the boy?
5. How many times did the boy hammer nails into the fence on the first day?
6. What did the father compare the nails to?

### **Activity 2**

Answer the following comprehension questions to help you summarise the chapters.

1. What is the main idea in chapter one?
2. What is the main idea in chapter two?
3. What the main idea in chapter three?

<b>Lesson Title:</b> Composition (Descriptive)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-149	<b>Class:</b> JSS 1



**Learning Outcomes**

By the end of the lesson, you will be able to write a descriptive composition.

**Overview**

A **descriptive composition** describes something to the reader. When you are writing a descriptive composition, you want to give such a good description that you paint a picture in the reader’s mind. To do this, you need to use a lot of interesting descriptive words. If you include interesting details and vocabulary, your reader will enjoy the composition. Good descriptive writing helps you imagine something with your five senses. In their mind, the reader should be able to imagine seeing, hearing, smelling, tasting and touching what you are describing.

Before you start writing, think about the words you will include. Outlines like the ones below may help to think of ideas.

See	Hear	Smell	Taste	Touch

Nouns	Adjectives	Verbs	Adverbs

**Practice**

**Activity 1**

Use the following outlines to help you describe what you do on Sundays.

See	Hear	Smell	Taste	Touch

Nouns	Adjectives	Verbs	Adverbs

**Activity 2**

Use the vocabulary from Activity 1 to help you write a three-paragraph descriptive composition about what you do on Sundays.



<b>Lesson Title:</b> Composition (Descriptive, Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-07-150	<b>Class:</b> JSS 1



### Learning Outcome

By the end of the lesson, you will be able to write the final draft of a descriptive composition.

## Overview

When you are writing, it is important that you always plan before you start. Think about what you will include in your composition and how you will organise it.

Once you have finished planning, you can write your **first draft**. This is when you put your ideas down on paper and organise them into paragraphs.

After you have written your first draft, read what you have written. Also try to have someone else read your composition. Think about what information you should have in your descriptive composition. You can ask yourself questions like:

- Is all of the necessary information in the composition?
- Do I have good, interesting descriptive words that tell the reader about what I am describing?
- Can the reader imagine what I am describing?
- Have I included words for all of the five senses – see, hear, smell, taste and touch?
- Are my paragraphs well-organised?
- Have I used correct spelling and grammar?

Once you have checked your composition, it is time to write your **final draft**. The final draft is your best work. You should use your best writing and improve on your first draft.

## Practice

### Activity 1

Read the three-paragraph descriptive composition you wrote in the previous lesson about **what** you do on Sundays. Now you are going to revise your draft. This means you are going to make it better.

Think about how you can improve your writing. Try to add more descriptive words like adjectives and adverbs to make it more interesting.

For example, instead of saying 'I walk to church' you could say, 'I walk slowly to church with my family and hold my little brother's hand all the way there.'

## Activity 2

After you have finished writing, check your work to make sure that you have included the following:

- an interesting title
- an introductory paragraph that introduces what you are going to describe
- a body paragraph that describes what you usually do
- a conclusion that finishes your composition
- descriptive words, adverbs and adjectives
- no spelling or grammar errors

Answer Key – JSS 1 Term 3

<b>Lesson Title:</b> A Comprehension Passage
<b>Practice Activity:</b> PHL-07-101

**Activity 2**

1. The Maasai are known for being tall and fierce warriors.
2. The new rule is that the tribe encourages group hunting, called 'olamayio'.
3. They have this rule because they understand the importance of protecting lions.
4. They leave at dawn when all the other tribe members are still asleep.
5. The group moves closer and closer until the lion leaps at a warrior. Then that warrior throws his spear and the others throw their spears too.
6. Answers will vary. Example: The number of lions is decreasing so if all the warriors hunted their own lions they would kill too many.

**Activity 3**

1. skills
2. plenty
3. dawn
4. warriors
5. renowned

<b>Lesson Title:</b> Descriptive Composition
<b>Practice Activity:</b> PHL-07-102

**Activity 1**

1. leave
2. waits
3. stay
4. stays
5. walk
6. flies
7. listens

**Activity 2**

Example outline:

<b>Subject: My Daily Routine</b>			
<b>Routine</b>	<b>Surroundings</b>	<b>Thoughts</b>	<b>Feelings/emotions</b>
get up and eat breakfast	the kitchen	I am hungry.	Grumpy
do my chores	The Kitchen, the bedroom, the bathroom	I want it to be done quickly.	Bored

go to school	lots of land and trees	I want to see my friends.	Excited
play	outside under the sun	This is the best part of the day.	Happy
go home and eat dinner	my house and my family	It is nice to talk to my family about their day.	Content

<b>Lesson Title:</b> Prose
<b>Practice Activity:</b> PHL-07-103

### Activity 2

1. Hatty's favourite subjects are Maths and Chemistry.
2. Hatty wants to be a doctor when she grows up.
3. Hatty wants to be a doctor because her mother is a doctor and she would like to be as important as her mother.
4. Hatty seems a little bored with her life in Chapter 2.
5. During school holidays, Hatty and her friends go to the park to play.
6. Hatty feels free in the park. She can relax and daydream.
7. Answers will vary.

### Activity 3

Example summaries:

Chapter 1

Hatty loves her school but hates her uniform. She also loves Maths and Chemistry but hates Art. She wants to be a doctor like her mother one day.

Chapter 2

Hatty feels a little bored because her routine is always the same. She cannot wait for the school holidays to start so that her life will be more exciting.

Chapter 3

During Hatty's school holidays, she goes to the park with her friends to play. Because London is so crowded with people, she feels free when she is in the park. Hatty and her friends daydream about having incredible adventures.

<b>Lesson Title:</b> Prepositions of Time
<b>Practice Activity:</b> PHL-07-104

**Activity 1**

1. in
2. on
3. in
4. at
5. on
6. in
7. at

**Activity 2**

Example sentences:

1. My birthday is in June.
2. Our class starts at 8.30am.
3. Last night, I went to bed at 10.00pm.
4. I was born in 2005.

I do chores on Mondays, Wednesdays and Fridays.

<b>Lesson Title:</b> Prepositions
<b>Practice Activity:</b> PHL-07-105

**Activity 1**

1. before
2. early, late
3. after
4. still
5. early, before

**Activity 2**

1. late
  2. in
  3. at
  4. after
  5. before
- on

<b>Lesson Title:</b> Oral Narrative (My Family)
<b>Practice Activity:</b> PHL-07-106

**Activity 1**

Example oral narrative:

Let me tell you about an exciting event we just had on Saturday. It was the naming ceremony for my younger brother John. Family members and friends were invited. The area where the naming ceremony took place was decorated with beautiful bright lights. This was indeed a special day for John. Delicious food and cold drinks were there for everyone. The music was very good. People got up and danced. The best part of all was when our father and mother came on stage dancing. I was excited to see all of the gifts that John received. It was his special day!

**Activity 2**

1. Family members and friends were at the graduation.
2. It took place at the community centre.
3. It took place after leaving junior secondary school.
4. Speeches were given and delicious food was eaten.

He felt it was one of the happiest days of his life. He and his friends felt like they had really achieved something great.

<b>Lesson Title:</b> Pronunciation (Consonant Sounds)
<b>Practice Activity:</b> PHL-07-107

**Activity 1**

<u> g </u>	<u> k </u>	<u> f </u>	<u> p </u>	<u> t </u>	<u> d </u>
Gold	unkind	Fox	hope	later	dragon
Hug	look	Hoof		take	discourage
	kite	Fun	leap	table	dog
Together	cover	Free	staple	together	develop
dragon	capture		pure	pot	draw
dog	cat		capture	attend	dwell
	computer		computer	true	crowd
	can		stop	twin	gold
	kettle		top	gentleman	unkind
	take		develop	kettle	attend
	back		pot	kite	
	lake			capture	
	cure			cat	
	discourage			computer	
	coat			top	
	crowd			coat	
				stop	
				staple	

## Activity 2

	Beginning position	Middle position	End position
<b>b</b>	bone	Cabin	sob
<b>k</b>	kite, crowd, cabin, confident	Unkind	look, pork
<b>p</b>	pork	Hope	leap, top
<b>t</b>	top	later, after	forget, confident, kite
<b>f</b>	fox, forget	after, confident	hoof
<b>d</b>	definition	confident	crowd, unkind

**Lesson Title:** The Present Perfect Tense

**Practice Activity:** PHL-07-108

## Activity 1

1. We **have bought** a new watch.
2. Where **have you been**?
3. Lucia and I **have not planned** our holiday yet.
4. He **has written** five letters.
5. Jattu **has not seen** him for a long time.
6. **Have you been** at school?
7. **Has school not started** yet?
8. Has **he spoken** to his friend?
9. No, he **has not had** the time yet.
10. They **have left** for Moyamba.
11. He **has brought** a lot of English papers.
12. She **has told** me about it.
13. I **have received** a long letter from mother this week.
14. Mary **has just come**; she will talk to you in a minute.
15. I **have been** to Kono town.
16. I think the teacher **has left** the school.
17. I **have painted** my room.
18. We **have known** her since she was a baby.
19. I **have forgotten** your name.
20. He **has closed** the door.

## Activity 2

Example sentences:

1. Adama has studied since we left him.
2. I have given him my last penny.
3. Joseph has written his name on my book.
4. She has just bought a new umbrella.
5. Brima has read that book.

6. Mohamed has worked for two months.
7. She has just found a new job.
8. She has worn that shirt many times.
9. I have eaten already.
10. Martha has finished her homework.

<b>Lesson Title:</b> The Present Perfect Tense (Continuation)
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<b>Practice Activity:</b> PHL-07-109
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**Answer Key**

**Activity 1**

1. a   2. c   3. c   4. b   5. b   6. c   7. c   8. b   9. b   10. b

**Activity 2**

1. We have not gone to Kenema.
2. He has not met my brother.
3. They have not visited Bunce Island.
4. He has not hurt my leg.
5. We have not lost our tickets.
6. She has not made dinner.
- 7.
8. They have not arrived yet.
9. Lucy has not done her homework.
10. I have not read that book.
11. You have not called me.

**Activity 3**

Example sentences:

1. He **has not forgotten** his books.
2. Mary **has not eaten** all the chocolate.
3. I **have not seen** him for three months.
4. He **has not taken** a taxi.
5. She **has not gone** to the library today.



**Lesson Title:** Prose

**Practice Activity:** PHL-07-110

**Activity 1**

1. Joe taught Brima to read and write.
2. Brima got additional income by writing and reading letters for his fellow labourers.
3. People trusted Brima because he never revealed the information in people's letters.
4. He got a permanent scar on his face and he lost his strength.
5. Brima liked Mondays because the other labourers brought gossip and laughter from their villages.
6. 'He passed out' means he became unconscious and did not know what was happening around him.

**Activity 2**

Joe taught Brima to read and write. Brima made extra money reading and writing letters for his fellow labourers. One day, there was an accident and Brima was hit by a falling tree. He lost his strength and stayed at the hospital, but the other labourers visited him and brought him their letters to read.

**Lesson Title:** Letter Writing: Semi-Formal Letters

**Practice Activity:** PHL-07-111

**Activity 1**

Example outline:

<p>78 Cape Road Aberdeen, Freetown 20<sup>th</sup> February 2018</p>
<p>Dear Mama Joyce,</p> <p>I hope you are well. I am doing well in JSS. I have successfully passed the BECE, and I received very good scores on my examinations. I want to continue my education, but my parents do not support me going to SSS. I am writing to ask for your assistance in paying for SSS.</p> <p>I promise to work very hard in SSS and make you proud. I have received a partial scholarship, but do not have the money to pay the rest of the fees.</p> <p>I hope you will consider my request. I hope to hear from you soon. Please greet my cousins for me.</p>
<p>Your niece,  Adama Conteh</p>

**Lesson Title:** Letter Writing: Semi-Formal Letters (Continuation)

**Practice Activity:** PHL-07-112

### Activity 1

Example letter:

<p>Dear Mama Joyce,</p> <p>I hope you are well. I am doing well in JSS. I have successfully passed the BECE. I received very good scores on my examinations. I want to continue my education, but my parents do not support me going to SSS. I am writing to ask for your assistance in paying for SSS. My parents want me to get a job. I have told them that if I go to SSS I will be able to get a better job. They are not interested in SSS. I am very sad because I worked hard in JSS. I have even received a partial scholarship for SSS, but I do not have the money to pay the rest of the fees. I promise to work very hard in SSS and make you proud. I hope you will consider my request. I hope to hear from you soon. Please greet my cousins for me.</p>	<p>78 Cape Road, Aberdeen, Freetown 20<sup>th</sup> February 2018</p> <p>Your niece, Adama Conteh</p>
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**Lesson Title:** A Comprehension Passage

**Practice Activity:** PHL-07-113

### Activity 1

1. Spiders build webs.
2. It builds a framework. Then it connects the web to the framework. Finally, it adds the sticky material to catch prey.
3. The writer thinks spiders are very clever engineers.
4. People think that spiders do not build webs with any care.
5. Constructed: built/made  
We constructed a chicken coop.  
Techniques: special ways, strategies or tactics to do something  
There are many different techniques for catching fish.  
Engineers: people who design and build machines or structures  
The engineers built the bridge last year.

### Activity 2

1. The writer and Adama went into the forest.

2. The writer went into the forest to search for mangoes.
3. The writer lost their voice because he or she was shouting after they realised that they had lost their way.
4. The writer was frightened.
5. Engrossed: occupied or engaged in something  
The musician was engrossed in the music.  
Terrified: very afraid  
We were terrified of drowning in the ocean.  
Realised: discovered or found out  
We realised that we had not studied well when we saw the exam questions.

<b>Lesson Title:</b> Punctuation
<b>Practice Activity:</b> PHL-07-114

### Answer Key

#### Activity 1

1. He looked out of the window.
2. My baby brother goes to a nursery school.
3. Mary promised to return before midnight.
4. What is your favourite game?
5. Where is that brother of mine hiding?
6. Do you see what I see?
7. He is doing the work.
8. I have invited Mary, Hawa, Momoh and Agnes.
9. Don't worry, you will still have time to do this work.
10. In fact, I don't even remember what he said.

#### Activity 2

Apart from foods that supply us with energy, we need proteins to help us grow. They help maintain our strength. Proteins are found in meat, fish, eggs, milk and green vegetables. They are also found in beans and lentils. Do you eat much protein in your diet?

<b>Lesson Title:</b> Punctuation (Continuation)
<b>Practice Activity:</b> PHL-07-115

### Activity 1

What a fantastic place the safari park is! Have you been to visit? There are mischievous monkeys, giant giraffes and crawling crocodiles. As for other animals, the list is endless. There are lions, elephants, peacocks, pythons and so many more. There is something to watch all the time, like a monkey swinging from a climbing frame, a peacock catching food or a lion climbing a ladder. If you are interested in food, a delicious menu is available. Are you still too busy to visit? Surely not! The park is open every day between 8am and 8pm. So book a date now. The animals are expecting you!

### Activity 2

1. Have you seen my sister? (rising intonation)
2. Will you please get that flower for me? (rising intonation)
3. Can I ask you something? (rising intonation)
4. Why are you sad? (falling intonation)
5. What is your favourite movie? (falling intonation)
6. What is the correct way of pronouncing that word? (falling intonation)
7. What do you mean? (falling intonation)
8. Am I wrong? (rising intonation)
9. Do you think that is a good idea? (rising intonation)
10. What is the story about? (falling intonation)

<b>Lesson Title:</b> Reading Strategies
<b>Practice Activity:</b> PHL-07-116

### Activity 1

Example answer:

He was an old man/ who fished alone/ in a skiff/ in the Gulf Stream/ and he had gone eighty-four days now/ without catching/ a single fish./ For the first forty days/ a boy had been with him,/ but after forty days/ without a fish/ the boy's parents/ had stopped/ sending the boy. They told him/ that the old man/ was now definitely/ and finally 'salao' – /which is/ the worst form of unlucky./ On his parents' orders,/ the boy/ had gone/ to another boat/ and caught three good fish/ in the first week. Maybe the old man/ really was unlucky!

### Activity 2

Example answer:

Our school/ is the best/ in town. The teachers/ are friendly,/ and very knowledgeable about English./ I have studied/ at the school/ for two years,/ and my English/ is becoming very good./ I hope/ you will visit/ our school/ and try an English class. /Maybe/ we can/ become friends, too!

<b>Lesson Title:</b> Reading Strategies (Continuation)
<b>Practice Activity:</b> PHL-07-117

### Activity 1

1. The passage is about climate change.
2. Answers will vary. Example: Climate change is happening everywhere but some places and animals are more affected. For example, polar bears are at risk because of the melting ice in the Arctic Sea.

### Activity 2

Mary Koroma, beautiful, **clever**, and rich, with a comfortable **home** and happy disposition, seemed to **unite** some of the best blessings of existence; and had lived 21 years in the world with very little to **distress** or vex her.

She was the youngest of two daughters of a most affectionate, indulgent father, and had, in consequence of her sister's **marriage**, been mistress of her house from a very **early** period.

1. The passage is about Mary Koroma.
2. She lived 21 years without distress.  
Her father had two daughters.
3. The passage is about Mary Koroma.
4. She lived 21 years without distress.  
Her father had two daughters.

<b>Lesson Title:</b> Question Tags
<b>Practice Activity:</b> PHL-07-118

### Answer Key

#### Activity 1

1. He's rich, **isn't he?**
2. These are your glasses, **aren't they?**
3. You live in Kenema, **don't you?**
4. It's a lovely day, **isn't it?**
5. I'm late, **aren't I?**
6. You play netball, **don't you?**
7. They walk to school, **don't they?**
8. Michael likes sugar, **doesn't he?**
9. Those flowers are beautiful, **aren't they?**
10. Gifty is from Kailahun, **isn't she?**
11. He sometimes reads the newspaper, **doesn't he?**
12. You are Sierra Leonean, **aren't you?**
13. They had a nice weekend, **didn't they?**
14. Bockarie used the pencil, **didn't he?**
15. Mary has answered the teacher's questions, **hasn't she?**

#### Activity 2

Example sentences:

1. She is Kenyan, **isn't she?**

2. They live in London, don't they?
3. We are working tomorrow, aren't we?
4. It was cold yesterday, wasn't it?
5. He went to the party last night, didn't he?
6. They have been to Ghana, haven't they?
7. She has been studying a lot recently, hasn't she?
8. She will come at six, won't she?
9. They will be arriving soon, won't they?
10. You speak French, don't you?

<b>Lesson Title:</b> Question Tags (Continuation)
<b>Practice Activity:</b> PHL-07-119

### Activity 1

1. We are not late, **are we?**
2. The bus isn't coming, **is it?**
3. They didn't go out last Sunday, **did they?**
4. You were not sleeping, **were you?**
5. She has not eaten all the cake, **has she?**
6. Brima hasn't been running in this weather, **has he?**
7. They won't be late, **will they?**
8. He will not be studying tonight, **will he?**
9. She cannot speak French, **can she?**
10. You aren't a teacher, **are you?**
11. He wasn't relaxed, **was he?**
12. You didn't study for the test, **did you?**
13. You can't drive a car, **can you?**
14. You wouldn't stop me, **would you?**
15. This isn't your pen, **is it?**

### Activity 2

Example sentences:

1. You don't want this book, **do you?**
2. This food isn't very nice, **is it?**
3. You don't like shopping, **do you?**
4. She does not eat fish, **does she?**
5. It isn't a very nice day, **is it?**
6. You have seen this movie before, **haven't you?**
7. You went to church, **didn't you?**
8. He went for prayers, **didn't he?**
9. Freetown is the capital of Sierra Leone, **isn't it?**
10. The bus stops here, **doesn't it?**

<b>Lesson Title:</b> Pronunciation: Vowel Sounds
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<b>Practice Activity:</b> PHL-07-120
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**Activity 1**

1. stag 2. hat 3. pin 4. kit 5. add 6. din 7. back 8. hop 9. rip 10. lad 11. tap 12. rat 13. plum 14. not 15. men 16. cub 17. well 18. pan 19. did 20. mop

**Activity 2**

1. goat 2. neat 3. coat 4. wine 5. beast 6. hide 7. stripe 8. mean 9. road 10. mope  
11. bite 12. cane 13. hate 14. ripe 15. laid 16. tape 17. twine 18. note  
19. vain 20. Spine

<b>Lesson Title:</b> Composition: My First Day at School
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<b>Practice Activity:</b> PHL-07-121
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**Answer Key****Activity 1**

Example outline:

- Who – Mrs Conteh
- Where – St Joseph’s Primary School, Howe Street, Freetown
- When – first day of every term
- What – she gets up early to take tea and press her clothes, she walks to the bus stop, she takes the bus to school, she goes to the classroom to prepare her lessons
- Why – preparing for the day and the new term
- How – she takes the bus to get to school, she goes early to prepare her lessons

**Activity 2**

Example composition:

Mrs Conteh is a teacher at St Joseph’s Primary School on Howe Street in Freetown. She teaches class 2. On the first day of every term, she gets up early. She takes tea and presses her clothes so that she looks smart. Then she polishes her shoes. She walks to the bus stop. She takes the bus to school. When she reaches the school, she greets the other teachers and goes to her classroom. She spends the rest of her time preparing for her lessons. She wants to be ready when her pupils arrive!

<b>Lesson Title:</b> A Comprehension Passage
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<b>Practice Activity:</b> PHL-07-122
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**Activity 1**

1. The main idea is that technology is changing quickly and people’s lives are changing with it.
2. You use mobile phones for calling, texting, playing games and checking web pages.
3. Some people say technology is bad because it is causing family problems.
4. People say technology is good because people can find answers to help them study, learn new things, learn languages, transfer money and keep in touch.

5. Answers will vary. Example answer: I think technology is good because it lets people learn new things faster.

### **Activity 2**

Example answers:

1. rural: the countryside or village, not city or town  
Life is more peaceful in rural areas.
2. transfer: move from one place to another  
The teacher transfers schools at the end of this year.
3. keep in touch: stay in communication

Now that my sister is in London, we keep in touch by writing each other letters.

<b>Lesson Title: The Simple Past Tense</b>
<b>Practice Activity: PHL-07-123</b>

### **Activity 1**

1. Last year, I went to Kenema.
2. It was fantastic.
3. John visited lots of interesting places.
4. In the morning, we walked in the streets of Freetown.
5. In the evening, we went to the movies.
6. The weather was strangely fine.
7. It hardly rained during our holiday.
8. We saw some beautiful rainbows.
9. I thought you have a holiday soon?
10. I did my Mathematics homework yesterday.

### **Activity 2**

1. She bought a book.
2. The teacher punished the boy.
3. They knew it.
4. He did not tell lies.
5. They did not wait for anybody.
6. Who taught you English?
7. They invited us to their party.
8. His manners disgusted me.
9. She sang a lovely song.
10. It was time to start.

### **Activity 3**

Example sentences:

1. Did Susan go to England by plane?
2. Were the children at home last weekend?
3. When did you design this wonderful skirt?
4. Did mother crash into the car?
5. Did you phone your aunt last week?



<b>Lesson Title: The Simple Past Tense (Continuation)</b>
<b>Practice Activity: PHL-07-124</b>

**Activity 1**

1. They all went shopping.
2. I never imagined I would see you here.
3. We booked two tickets for the show.
4. He collected his children from school.
5. Who ate my chocolate?
6. I felt so tired that I went straight to bed.
7. We grew this tree from a seed.
8. She lost her way home.
9. He thought I stole his umbrella.
10. Marie bought his camera in Germany.

**Activity 2**

1. They spoke English.
2. They took lessons.
3. I told her everything.
4. We listened to the news.
5. Our cat caught mice.
6. He drove a fast car.
7. The plane flew high.
8. She kept her promises.
9. He hit me.
10. He held his hands together.

**Activity 3**

Example sentences:

1. He put some milk in his tea.
2. We thought you would phone us.
3. The ambulance took him to the hospital.
4. Judith sold her old car.
5. Isatu came to my house to help me with my homework.

<b>Lesson Title:</b> Prose
<b>Practice Activity:</b> PHL-07-125

**Activity 1**

1. King Arthur's sister Morgana stole his magic sword.
2. A lady came out of the lake and offered King Arthur a fur coat as an apology from Morgana.
3. Morgana put a spell on the coat, but King Arthur was suspicious and discovered what she had done.
4. Answers will vary. Example answer: Morgana is a terrible person because she stole from her brother and then tried to put a spell on him.
5. Answers will vary. Example answer: Arthur is a kind king because he did not punish his sister for the things she did to him.
6. Answers will vary. Example answer: I think that Morgana went home to plan a new way to hurt Arthur.

**Activity 2**

1. injured: hurt or wounded  
The boy fell from the tree and injured his leg.
2. evil: bad or wicked, not good  
The evil man stole money from the mosque and the church.
3. suspicious: not trusting someone or something  
We saw a suspicious man in the bank.

<b>Lesson Title:</b> Drama/Play
<b>Practice Activity:</b> PHL-07-126

**Activity 1**

1. The main characters are Komba and Fatmata.
2. Komba was cutting wood from a tree above a river and his axe fell into the water. He was upset and prayed for help. A magic fish gave him a silver axe, but he was honest and said that it was not his axe. The magic fish gave him the silver axe and his own axe.
3. Fatmata wanted a reward from the magic fish too. So she went to the river, threw her axe in and prayed for help. Then when the fish came with a golden axe, she lied and said it was hers. The fish swam away, so she lost her axe and did not receive the golden axe either.
4. Answers will vary. Example answer: I think the fish rewarded Komba because he was honest and humble, but Fatmata cheated and lied so she got nothing.
5. It is important to be honest. It doesn't pay to lie.

**Lesson Title:** Informal Letters

**Practice Activity:** PHL-07-127

**Answer Key**

**Activity 1**

Example outline:

	(Address) 1 Falcon Street, Kissy, Freetown
	(Date) 18 <sup>th</sup> February 2018
(Greeting) Hi John,	
(Introduction) How are you? How is life at boarding school? What are you doing these days?	
(Body) I have a new best friend at school. His name is Mohamed.	
(Ending) Write back soon and tell me your news.	
	(Closing) Your brother, (Name) Desmond

**Activity 2**

Example letter:

	1 Falcon Street, Kissy, Freetown 18 <sup>th</sup> February 2014
Hi John,	
How are you? How is life at boarding school? What are you doing these days? Life at home is good. Everyone is happy when we get letters from you!	
I am doing well. I really like my school and the teachers are very good. I think I will do well in JSS 1. And guess what? I have a new best friend. There is a new boy in my class. His name is Mohamed and he just moved to town. He is fourteen years old and he is also dark in complexion and about five feet tall. He has a tribal mark that makes him unique. He loves to play football as much as I do. We are both going to try for the school team.	
Please write back soon and tell me stories about life at boarding school. I hope mother and father also let me go when I am in SSS!	
	Your brother, Desmond

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

**Practice Activity:** PHL-07-128

### Activity 1

Example outline:

	(Address) 11 Herbert Street, Aberdeen, Freetown (Date) 18 <sup>th</sup> February 2014
(Greeting) Hello Lizette,	
(Introduction) How are you? How is life at boarding school? What are you doing these days?	
(Body) friendly teachers, computer laboratory, clean compound	
(Ending) Write back soon and tell me your news.	
	(Closing) Your friend, (Name) Marie

### Activity 2

Example letter:

	11 Herbert Street, Aberdeen, Freetown 18 <sup>th</sup> February 2014
Hello Lizette,	
How are you? How is school? Are you enjoying your first year at junior secondary? Will you be home for the holidays?	
I am good. I really like my school. JSS is more fun than primary. At our school the teachers are really friendly. They make the lessons interesting. The school has a clean compound with lots of trees. The pupils sit outside under the trees to study in the afternoons. It is so nice! Also we have a computer laboratory. It is great. Every week, we have computer lessons.	
I hope you can write back to me and tell me about your school. Send my greetings to your family.	
	Your friend, Marie

<b>Lesson Title:</b> Possessive Pronouns
<b>Practice Activity:</b> PHL-07-129

### Activity 1

Example outline:

1. I want to change **my** job.
2. As you make **your** bed, so you must lie in it.
3. Mark claims this book to be **his**.
4. Peter cleaned **his** teeth and went to bed.
5. I don't think this umbrella is **hers**.
6. The two countries have recently exchanged **their** ambassadors.
7. We are going to spend **our** holidays at the seaside.
8. Everything is in **its** place, I hope?
9. The Coles sold **their** house in December.
10. A bad workman always blames **his** tools.

### Activity 2

1. These pens are theirs.
2. This office is hers.
3. That book is ours.
4. This coat is yours.
5. That dog is m.
6. That hat is his.
7. These magazines are ours.
8. That pencil is mine.
9. Those books are theirs.
10. Is this chair mine?

### Activity 3

Example sentences:

1. Is this desk hers?
2. Is he a friend of yours?
3. A cousin of mine works abroad.
4. I gave him a book of ours.
5. The house on the corner is theirs.

<b>Lesson Title:</b> Dictation and Spelling
<b>Practice Activity:</b> PHL-07-130

### Activity 2

1. Certainly: We will certainly go to the beach this holiday.
2. Wasteful: Throwing away clothes that are in good condition is wasteful.
3. Unwanted: The family decided to take home the unwanted puppy.
4. Organisation: There is a new community organisation in our town.
5. Charity: My favourite charity helps orphans.

<b>Lesson Title:</b> Prepositions
<b>Practice Activity:</b> PHL-07-131

### Activity 1

1. a.    2. a.    3. a.    4. b.    5. c.    6. c.    7. a.    8. b.    9. d.    10. a.    11. a.    12. a.

### Activity 2

1. I can see a family in a kitchen.
2. There is a dish full of fruit on the table.
3. She is holding a vase in her hand.
4. The son and the daughter are sitting in the sitting room smiling at each other.
5. There are beautiful cupboards on the wall.
6. There is a window behind their mother.
7. The woman is looking for her daughter.
8. What are you doing on Saturday?
9. I am going to the countryside at midday.
10. I haven't been to the countryside since December.

### Activity 3

Example sentences:

1. I will see you at nine o'clock.
2. Every day, I take the bus to school.
3. I do not want milk in my tea.
4. There are a lot of clouds in the sky today.
5. Saidu is studying medicine at Fourah Bay College.

<b>Lesson Title:</b> Prepositions and Adverbs
<b>Practice Activity:</b> PHL-07-132

### Activity 1

Example answers:

1. Please leave your muddy shoes outside the front door.
2. I hope to be inside by the time the rain starts.
3. This book is by my favourite author.
4. The dog can go outside while we paint the walls.
5. You need to walk over the bridge to reach the park.
6. The arrow went right through the centre of the target.
7. The rain came down heavily for several hours.
8. I want to go to outer space and beyond.
9. Within this book, you will find the answers to all kinds of mysteries.
10. The book was behind the box.

### Activity 2

1. Joe sat **down**. (adverb)
  2. The plumber went **down** the stairs. (preposition)
  3. The runners stood **behind** the white line. (preposition)
  4. The runner fell **behind**. (adverb)
  5. I saw you leap **across** and run away. (adverb)
  6. Ben ran **across** the street. (preposition)
  7. I asked Jane to come **inside** for a chat. (adverb)
  8. Mary placed the bread **inside** the oven. (preposition)
  9. I read **past** the second chapter. (preposition)
- The train roared **past**. (adverb)

<b>Lesson Title:</b> Oral Descriptive
<b>Practice Activity:</b> PHL-07-133

### Activity 3

1. crowded
2. messy
3. bright
4. neat
5. empty
6. expensive
7. beautiful
8. large
9. dirty
10. new
11. spacious
12. traditional

13. noisy
14. tall
15. modern

<b>Lesson Title:</b> Shakespearean Text (Abridged Form)
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<b>Practice Activity:</b> PHL-07-134
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**Activity 2**

1. Lady Macbeth is trying to convince Macbeth to go ahead in killing the King, even when Macbeth is trying to state a lot of reasons why he should not kill him.
2. She says that she will get the King's servants drunk.
3. He says that her fearless spirit is like a man.

**Activity 3**

- 1.
2. The young man was fearless. He dived deep into the water.
3. The class honoured the teacher at the ceremony.

The man was a coward so did not enter the forest.

<b>Lesson Title:</b> Shakespearean Text (Abridged Form, Continuation)
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<b>Practice Activity:</b> PHL-07-135
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**Activity 2**

1. Macbeth is ambitious but very considerate about other people's behaviour towards him. He has respect for his wife Lady Macbeth, so he heeds her command in killing the King.
2. Lady Macbeth is also very ambitious and she wants to be the queen. She has the power to convince her husband.
3. Answers will vary. Example answer: They should not kill the King because it is bad to kill, even if the King is a murderer.
4. Answers will vary. Example answer: I do not think they will kill the King because Macbeth keeps changing his mind.
5. Macbeth and Lady Macbeth were talking about killing the King because some witches told Macbeth he would be King. Lady Macbeth called her husband a coward. He was worried and could not decide if they should kill the King. In the end, they decided to kill the King.



<b>Lesson Title:</b> The Present Continuous Tense
<b>Practice Activity:</b> PHL-07-136

**Activity 1**

1. What are you doing tonight?
2. Mohamed and Bockarie are working late today.
3. Nassu is not listening to music.
4. Maria is sitting next to Paul.
5. How many other pupils are you studying with?
6. She is running because she is late for her lesson.
7. We are not going to the concert.
8. I am not working today. I am on holiday.
9. Michael is not using his computer at the moment.
10. Tony is not living near the church anymore.

**Activity 2**

1. You are playing football.
2. We are watching television.
3. She is living in Bo.
4. Momoh is running for the bus.
5. We are going to the cinema.
6. She is reading the newspaper.
7. Lucia is eating chocolate.
8. We are not studying French.
9. Bockarie and Michael are living in Kono.
10. He is working in a restaurant.

**Activity 3**

Example sentences:

1. He is not listening to us.
2. We are staying at a hotel this week.
3. She is buying a new dress.
4. The bus is not leaving on Sunday night.
5. We are studying Shakespeare.

<b>Lesson Title:</b> The Present Continuous Tense (Continuation)
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<b>Practice Activity:</b> PHL-07-137
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### Activity 1

1. **She's working** in the garden.
2. **I'm reading** Oliver Twist at the moment.
3. **He's watching** the television.
4. **Who's playing** the radio?
5. Don't make noise. The **baby's sleeping**.
6. **I'm waiting** in the park now.
7. **They're cooking** in the kitchen.
8. **He's making** bread at the moment.
9. **Mother's knitting** a sweater.
10. **They're playing** football.

### Activity 2

1. The girls **aren't riding** their bicycles.
2. He **isn't taking** out a book.
3. The baby **isn't crying**.
4. You **aren't listening** to music.
5. The dog **isn't running** after the cat.
6. **I'm not washing** my hair.
7. She **isn't sitting** on the chair.
8. My mother **isn't preparing** lunch now.
9. We **aren't carrying** buckets.
10. The teacher **isn't opening** the window.

<b>Lesson Title:</b> Punctuation and Intonation
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<b>Practice Activity:</b> PHL-07-138
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### Activity 2

1. Oh no, poor Mohamed! (falling)
2. Do you remember what the teacher said? (rising)
3. He hurt himself when he landed on the rocky ground. (falling)
4. Shall we resume the story? (rising)
5. Where did I put my pen? (falling)

<b>Lesson Title:</b> Prose
<b>Practice Activity:</b> PHL-07-139

**Activity 1**

1. Eid is the festival marking the end of Ramadan.
2. She bought a watch strap for him.
3. She sold her vase to buy him a watch strap.
4. Ahmad sold his watch to buy Miriam flowers.
5. Answers will vary. Example answer: They love each other very much. They are both generous.

**Activity 2**

Example answer:

Miriam sold her vase to buy a watch strap for Ahmad, but when she gave it to him she discovered that he had sold his watch to buy her flowers. It was funny because now they both had presents that they could not really use.

<b>Lesson Title:</b> Poetry
<b>Practice Activity:</b> PHL-07-140

**Activity 1**

1. The poem is about the writer's family.
2. My mother is a blanket that is warm.  
My father is a ladder.  
My brother is a needle.  
My sister is a book.  
My uncle is a huge, calm tree.  
My aunt is a mango.  
My granddad was the universe.
3. Father, mother, sister, uncle, brother, aunt, granddad.

**Activity 2**

Example metaphors:

1. Saidu is a hyena. He is always laughing.
2. Julia is my shelter. She makes me feel better when I am sad.  
Peter is a dictionary. He is full of knowledge.

<b>Lesson Title:</b> Drama: Literary Terms
<b>Practice Activity:</b> PHL-07-141

**Activity 1**

Identify the literary terms in the following sentences

1. The kitchen is the heart of my mother's house. (metaphor)
2. The wind screeched through the trees. (personification)
3. The idea was a fire in my head. (metaphor)
- 4.
5. Grandmother's house smells like a rose garden. (simile)
6. The truck groaned under the weight of its load. (personification)
7. The rain was a curtain of water on the window. (metaphor)
8. The flowers ached for sunshine, after a week of rain. (personification)
9. Sue felt as light as a feather. (simile)
10. The big beach blanket blew in the wind. (metaphor)
11. You have to watch him closely because he is a real fox. (metaphor)
12. When she was running, her legs felt like lead. (simile)
13. Their love was as strong as a rock. (simile)
14. The moon hid her face. (personification)
15. He was a lion in the fight. (metaphor)
16. Fortune smiled on all of us. (personification)

**Activity 2**

Simile:

1. The exam was as hard as nailing jelly to a tree
2. My sister with chocolate is like a moth to a flame.
3. She has eyes like a hawk.
4. I am as a hungry as a lion.
5. Like fingernails on a chalkboard.
6. As happy as a dog with two tails.

Metaphor:

1. Her tears were a river running down her cheeks, her hair a tangle of vines.
2. His face was a stone as he listened to the story.
3. The teenager's stomach was a bottomless pit.

Personification:

1. The ice devoured anything standing in its way.
2. My dream of being a football superstar died.
3. The vegetables were itching for water.
4. The stairs in the old house groaned when we stepped on them.
5. My alarm clock yells at me every morning.

The slide in the playground was a hot stove that scorched the children.

<b>Lesson Title:</b> Drama
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<b>Practice Activity:</b> PHL-07-142
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### Activity 2

1. Alfred feels sad and angry.
2. Answers will vary. Example answer: I would also be sad and angry if they did not make time for me on my birthday.
3. Alfred was surprised at the end of the play. He was happy that his friends remembered his birthday.

<b>Lesson Title:</b> Drama (Continuation)
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<b>Practice Activity:</b> PHL-07-143
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### Activity 2

Example lines:

- Alfred: I was so angry at all of you!  
Alfred's mum: And now Alfred... what do you think of your party?  
Alfred: This is the best birthday ever!  
Alfred's mum: Oh good! Happy birthday, Alfred!

<b>Lesson Title:</b> The Past Continuous Tense
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<b>Practice Activity:</b> PHL-07-144
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### Activity 1

1. When I phoned my friends, they **were playing** football.
2. Yesterday at 6 p.m., I **was preparing** dinner.
3. The children **were playing** in the garden, when it suddenly began to rain.
4. I **was practising** the guitar when he came home.
5. While Peter **was working** in his room, his friends swam in the pool.
6. I tried to tell them the truth, but they **were not listening**.
7. What **were you doing** yesterday?
8. I **was listening** to the radio while my sister watched TV.
9. When I arrived, they **were playing** cards.
10. We **were studying** Language Arts yesterday at 4 p.m.

### Activity 2

1. Julie **was not sleeping** at 3 o'clock.
2. You **were not studying** when she came in.
3. Luke **was not reading** his book when the thieves entered the room

4. John **was not playing** tennis when his teacher arrived.
5. We **were not watching** the game when the fire started.
6. He **was not using** the internet in the computer lab.
7. Fatu **was not travelling** to Kono yesterday.
8. Hawa **was not talking** in the class.
9. Adama **was not playing** cards.
10. Doctor Senesie **was not working** when I arrived.

### Activity 3

Example positive sentences:

1. The children **were playing** outside.
2. The dog **was barking** at us when you called.
3. My teacher **was explaining** the exercise to me when the bell rang.
4. I **was listening** to the radio last night.
5. The cook **was preparing** a tasty meal for breakfast.

Example negative sentences:

1. My friend and I **were not playing** basketball.
2. The police **were not chasing** the thief down the road.
3. My sister and my brother **were not singing** this morning.
4. Korma **was not writing** his story when the teacher came over.
5. Brima **was not cooking** the rice the way mother asked him to.

### Activity 4

1. **Was** Mary **having** a good time when you got there?
2. **Were** they **doing** the work you asked them to?
3. **Were** you **tidying** the room this morning?
4. **Was** Annie **watching** the game with you?
5. **Was** she **singing** well at church this weekend?
- 6.

<b>Lesson Title:</b> The Past Continuous Tense (Continuation)
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<b>Practice Activity:</b> PHL-07-145
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### Activity 1

1. was not talking
2. was not watching
3. were not wearing
4. were not doing

5. were not buying
6. was not looking

### Activity 2

1. wasn't working
2. wasn't sleeping
3. wasn't listening
4. wasn't coming
5. wasn't listening
6. weren't singing
7. wasn't working
8. wasn't crying
9. weren't laughing
10. wasn't waiting

### Activity 3

1. **Was** he **laughing** at me?
2. **Was** Kamara **working** in a factory?
3. **Were** they **speaking** to me?
4. **Were** we **studying** for the exam that day?
5. **Was** she **washing** her clothes?

<b>Lesson Title:</b> Future Tenses
<b>Practice Activity:</b> PHL-07-146

### Activity 1

1. a. 2.c. 3.b. 4.a. 5.b. 6.a. 7.a. 8.a. 9.a. 10.b. 11.a. 12.b.

### Activity 2

1. Be careful! That tree will fall.
2. Bye! I will be back!
3. I am all dressed up in my new football kit because I will play today.
4. I will see you sometimes this evening.
5. I will eat dinner with you because I booked a table for two.
6. The President will arrive at 6pm.
7. Jane will have a baby in December.
8. It was nice to talk to you. I will call you again tomorrow.
9. This rainy season, I will stay here. What are your plans?
10. Michael is tired so he will go to bed early tonight.

### Activity 3

Example sentences:

1. Will they finish tomorrow?
2. You will not find your bag.
3. It will not be sunny tomorrow.
4. The next game will be hard to win.
5. I will speak with him this weekend.

<b>Lesson Title:</b> Future Tenses (Continuation)
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<b>Practice Activity:</b> PHL-07-147
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### Activity 1

1. Will the room be spacious?
2. Will you have enough money to spend?
3. Will the house have a large kitchen?
4. Will she have a car?
5. Will he have a share in the profits?

### Activity 2

1. will leave
2. will not meet
3. will take/shall take
4. will buy
5. will not come
6. will not see
7. will send
8. will bring/shall bring
9. will not begin at
10. will tell/shall tell

<b>Lesson Title:</b> Prose
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<b>Practice Activity:</b> PHL-07-148
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### Activity 1

1. The parents were sad and worried about the boy's temper.
2. His father gave him a task of hammering nails into a fence whenever he was bad-tempered and then removing the nails. Then he explained to the boy the impact of hammering the nails into the fence and the holes that were in it.



3. The lesson is that unkind words can cause lasting damage, so our words should be kind.
4. He gave the boy a huge bag of nails.
5. He hammered nails into the fence 30 times on the first day.
6. He compared the nails to the boy's bad temper.

**Activity 2**

1. The main idea is that a boy was rude to everybody and his parents were worried about it.
2. The main idea is that the boy's father gave him a task of hammering nails into a fence whenever he lost his temper. The task was difficult, so after a few days the boy decided to control his temper.
3. The main idea is that the boy learned how to control his temper and learned that unkind words can hurt and leave a wound forever, so he should be kind.

<b>Lesson Title:</b> Composition (Descriptive)
<b>Practice Activity:</b> PHL-07-149

**Activity 1**

Example outlines:

See	Hear	Smell	Taste	Touch
- people shopping - fresh fruit and vegetables	- people talking - music playing - people bargaining	- fresh fruit - rotten fruit and vegetables - garbage	- delicious food - cold water	- smooth apples - prickly pineapples - cold water bottle

Nouns	Adjectives	Verbs	Adverbs
- fruit - vegetables - market stalls - vendors	- cheap - expensive - fresh - rotten - delicious	- buy - sell - chat - carry	- quickly - slowly

**Activity 2**

Example descriptive composition:

Sunday is Market Day

Sunday is market day for my sister and me. Every Sunday after church, our mother sends us to the market to get food for the day. We love the market trips. The music is playing and people are enjoying their shopping.

At the market we look at the fruits and vegetables first. Susan carries a bag and so do I. We walk slowly around the market to see what people are selling. We can hear the vendors shouting and chatting with each other. Some are bargaining a lot!

I always try to save money so that I can buy a nice smooth apple and some cold water. Susan likes to have fresh pineapple. She cuts the prickly cover and eats the delicious fruit when we walk home. We love Sunday market days!

<b>Lesson Title:</b> Composition (Descriptive, Continuation)
<b>Practice Activity:</b> PHL-07-150

### **Activity 1**

Example revised composition:

#### Sunday is Market Day

Sunday is my favourite day of the week because Sunday is market day for my sister and me. Every Sunday after church our mother sends us off to the market to get special food for the day. We love the market trips. When we get to the market, it is so lively! There is music playing loudly and people are really enjoying their shopping.

At the market, we look at the fresh fruit and vegetables and avoid the rotten food. Susan always carries a large, colourful shopping bag and so do I. We walk slowly around the market to see what different people are selling that day. We can hear the market vendors shouting and chatting with each other. Some are bargaining a lot!

I always try to save a little money so that I can buy a nice, smooth apple and some cold, fruit-flavoured water. Susan likes to have fresh, juicy pineapple. She cuts the prickly cover and eats the delicious fruit when we walk slowly home. We love Sunday market days!







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