

**Free Quality  
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Ministry of  
Basic and Senior  
Secondary  
Education

Pupils' handbook for

# JSS Language ARTS

**JSS  
2**

**Term  
1**

**STRICTLY NOT FOR SALE**

## FOREWORD

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

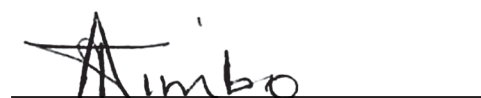
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

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

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

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

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

A handwritten signature in black ink, appearing to read 'Alpha Osman Timbo', is written over a horizontal line.

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> Introducing Myself	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-08-001	<b>Class:</b> JSS 2



### **Learning Outcome**

By the end of the lesson, you will be able to introduce yourself orally using short sentences.

## **Overview**

When you meet new people, you **introduce** yourself. This is a way for you to tell people about yourself. There are many situations where you may need to introduce yourself, such as when you meet a new person or are making new friends. When you introduce yourself, you must decide what information you want the other person to know about you.

Here are some sentence starters to help you:

- I belong to...
- I have studied/I am studying...
- I enjoy/I like...
- I live in...
- I feel happy when...
- I would like to learn...

## **Practice**

### **Activity 1**

Write down five questions that you could ask someone when you meet them for the first time. Answer these questions about yourself in your exercise book.

Example: Which class are you in?

Answer: I am in JSS 2.

### **Activity 2**

Use your answers from Activity 1 to write an introduction about yourself. Then practise introducing yourself to a friend or a family member. Remember to speak in a loud and clear voice.

### **Activity 3**

Ask friends or family members questions to learn more about them.

Example questions:

- Where did you study?
- How many brothers and sisters do you have?
- Where were you born?
- Where are your parents from?
- Are there any hobbies or activities you want to try?
- Who are your closest friends

<b>Lesson Title:</b> Composition	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-002	<b>Class:</b> JSS 2



**Learning Outcome**

By the end of the lesson, you will be able to write short sentences about your community.

**Overview**

A **composition** is a piece of writing. An essay, a story, a poem and a play are all examples of compositions.

A composition is made up of different **paragraphs**. Each paragraph will have one main idea. Each paragraph will also have details that explain and support the main idea. All of the paragraphs in your composition should be connected and related to each other.

When you write a composition, you should include a **title**. The title is the name you give your composition. It should be interesting for readers. It should also be related to the main idea of your composition. For example, if you are writing about life in Freetown your title could be 'Living in Freetown'.

**Practice**

**Activity 1**

You are going to write a composition on the topic of My Neighbourhood. A neighbourhood is the part of a town, city or village where people live. It includes the place and also the people who live there.

Use the outline below to plan your composition. Copy the outline into your exercise book and answer the questions. You can add your own ideas too.

My Neighbourhood
Describe where you live: <ul style="list-style-type: none"> <li>• Where in Sierra Leone do I live?</li> <li>• What does my neighbourhood look like?</li> <li>• What kind of buildings and houses are in my neighbourhood?</li> </ul>
Describe your neighbours: <ul style="list-style-type: none"> <li>• Who are my neighbours?</li> <li>• How long have I known my neighbours?</li> <li>• What kind of work do my neighbours do?</li> </ul>
Describe the local community and activities: <ul style="list-style-type: none"> <li>• What games do you play with your friends in the neighbourhood?</li> <li>• What festivals do you celebrate in your community?</li> <li>• How do you help each other in the community?</li> <li>• Who do you listen to or take advice from in the community?</li> </ul>



## **Activity 2**

Use the outline to help you write a three-paragraph composition on the topic of My Neighbourhood.

After you finish the composition, check your work. Remember:

- Give your composition a title.
- Each paragraph should have its own main idea.
- The paragraphs should be connected and related to each other.
- Use correct grammar and spelling.

<b>Lesson Title:</b> Revision of Some Parts of Speech (Nouns)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-003	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and use several types of common and proper nouns.

## Overview

There are eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections.

A **noun** names a person, place, thing or idea. There are two main types of nouns.

**Proper nouns** name specific people, places, things and ideas. They always begin with an uppercase letter. Examples: Mohammad, Ghana, Africa, Freetown University.

**Common nouns** name general people, places, things and ideas. They do not begin with an uppercase letter. Examples: pupil, country, school, ball, rivers.

There are different types of common nouns:

- **Abstract nouns** are common nouns that we cannot usually see or touch.  
Examples: love, jealousy, wisdom, truth
- **Collective nouns** are common nouns that name a group of things or people.  
Examples: herd, crowd, group, class
- **Countable nouns** are common nouns that can be counted.  
Examples: scissors, phones, bananas, books
- **Uncountable nouns** are common nouns that we cannot usually count.  
Examples: safety, sugar, air, water

## Practice

### Activity 1

Identify the nouns in the following sentences.

1. Kossi likes to read books.
2. Forgiveness is a great quality to have.
3. Many children were there at the party.
4. In South Africa, people speak at least three languages.
5. The train ran smoothly on the new track.

### Activity 2

Identify whether the nouns in **bold** are proper nouns or common nouns.

1. The **ship** sailed into the harbour.

2. My dog, **Bruno**, never barks.
3. My cousin's sister lives abroad in **Nairobi**, Kenya.
4. The kitchen utensils are made up of steel and **copper**.
5. This apple **tree** is more than twenty years old.

### Activity 3

The nouns in **bold** in the sentences below are common nouns. Identify which type of common noun each word in bold is.

Example: Drinking too much **alcohol** is a bad habit.

Answer: alcohol – uncountable noun

1. Surprisingly, my **cats** do not like to drink milk at all.
2. Surprisingly, my cats do not like to drink **milk** at all.
3. Drinking too much alcohol is a bad **habit**.
4. The **band** is going to play live music here tonight.
5. **Confidence** is important to give a good speech.
6. Do you have any extra **pens** for our friends?

### Activity 4

Fill in the blanks in the sentences with collective nouns from the table below.

Bouquet	crowd	band
Gang	herd	choir

1. Be careful; there is a \_\_\_\_\_ of thieves around here at night.
2. The man will give his wife a \_\_\_\_\_ of roses.
3. The child saw a \_\_\_\_\_ of cows in the field.
4. The \_\_\_\_\_ of musicians carried their instruments.
5. A \_\_\_\_\_ gathered where the car accident took place.
6. The church \_\_\_\_\_ has some of the best singers in town.

### Activity 5

Identify five abstract nouns and write a sentence for each one.

Example: Love — The **love** between sisters is forever.

<b>Lesson Title:</b> Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-004	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify pronouns and some of their features.

## Overview

**Pronouns** are a part of speech. They take the place of nouns in sentences.

Examples:

- Aminata likes to read. Aminata has many books.
- Aminata likes to read. **She** has many books.

In the last sentence, 'she' replaces the noun 'Aminata'. 'She' is a pronoun.

There are two main types of pronouns:

**Subject pronouns** replace the subject of the sentence.

- The subject pronouns are: I, you, he, she, it, we, they

Examples:

- **Aminata** is a shy girl. ('Aminata' is a noun)
- **She** is a shy girl. ('She' is a subject pronoun)

**Object pronouns** replace the object of the sentence.

- The object pronouns are: me, you, him, her, it, us, them

Examples:

- **Aminata** looks at the bird. ('bird' is a noun)
- **Aminata** looks at it. ('it' is an object pronoun)

## Practice

### Activity 1

Identify the pronouns in the following sentences.

1. The Leaning Tower of Pisa is in Italy. It leans over at a very slight angle.
2. The school principal would like to speak to you.
3. That is her, the studious girl I told you about.
4. God helps those who help themselves.
5. There were nine necklaces on the counter. They were all made of pearls.

## Activity 2

Identify whether the pronouns in **bold** in the following sentences are subject or object pronouns.

1. I will speak to **her** about her naughty behaviour.
2. The apples were left in the bag for too long and now **they** are rotten.
3. You have such a big bag; put the exercise book inside **it**.
4. He hurt **himself** while playing cricket.
5. Amad has not been to school in three days. **He** has a high fever.

## Activity 3

Rewrite the sentences below. Replace nouns with pronouns where possible.

1. I have just baked a cake. Now, I am going to eat the cake.
2. Hassan and Osman are always up to some mischief. Hassan and Osman need to have more discipline; otherwise, none of the teachers will teach Hassan and Osman.
3. I have a fear of trying new things. I am trying to remove the fear.
4. The gardener has planted new grass in our garden. The grass is growing very rapidly.
5. Remember I told you about my favourite teacher? That lady in the pink dress is my teacher.
6. Fatu has a bachelor's degree in commerce. Fatu wants to study further and become a chartered accountant.
7. The Sahara Desert is very hot and dry. Very few plants can grow in the Sahara Desert.
8. My mother and I are going to the city. You can come with my mother and I.

<b>Lesson Title:</b> Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-005	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify transitive and intransitive verbs.

## Overview

**Verbs** are a part of speech. They express an action or state of being.

Examples:

- I **am going** to the market.
- Osman **reads** a book.
- She **was learning** to speak French.

Verbs can be transitive or intransitive.

**Transitive verbs** are verbs that need an object. The sentences seem senseless or incomplete if an object is not used.

Examples:

- Please **bring** some coffee. (object – coffee)
- **Give** the pencil to her. (object – pencil)

**Intransitive verbs** are verbs that do not need an object. The sentence makes sense even without an object. Intransitive verbs may be followed by an adverb.

Examples:

- I want to go **swimming**.
- Musa **speaks** loudly. (adverb – loudly)

Some verbs can be both transitive and intransitive. Readers have to decide how these verbs are being used based on the meaning of the sentence.

Examples:

- She jumped. – intransitive verb
- She jumped the rope. – transitive verb ('rope' is the object)
- He was eating. – intransitive verb
- He was eating his lunch. – transitive verb ('lunch' is the object)

## Practice

### Activity 1

Identify the verb/s in each of the following sentences.

1. The old man found a photograph of his dear wife.
2. The plane crashed into the ground killing all passengers.
3. I baked the dish in the oven.
4. 'All pupils must walk in a line to the assembly', explained the teacher.
5. Yusuf borrowed a book from the school library.
6. The annual festival has been going on for many decades.
7. The musician presented her new song, which she had composed just a week earlier, to the audience.
8. My mother always looks beautiful when she wears anything red or blue.

### Activity 2

Identify the transitive and intransitive verbs in the following sentences. Also identify the object of the transitive verbs.

1. That man just **delivered** the food to our house.
2. The dog **ran** very fast away from our house.
3. I **have** the book you gave me.
4. Do not disturb me when I am **sleeping**.
5. Daniel wants to be fit for the marathon, so he will go **running**.

### Activity 3

The verbs below can be both transitive and intransitive. Write two sentences for each of these verbs — one sentence using the verb as a transitive verb and one sentence using it as an intransitive verb.

1. Sang
2. Leave
3. Write
4. Drive
5. Teach

<b>Lesson Title:</b> Comprehension Passage	<b>Theme:</b> Reading, Listening and Speaking
<b>Practice Activity:</b> PHL-08-006	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Identify and pronounce new words from the comprehension passage.
2. Discuss the comprehension passage.

### Overview

When you sit BECE, you will have to read an unseen passage and answer questions on it. To understand the passage, remember:

- Read the passage more than once.
- Think about the main idea of the passage.
- Think about the main idea of each paragraph.

The passage may also have new and difficult words. To understand new words:

- Look at how the word has been used in the sentence (context clues).
- Look at the meaning of the whole sentence.

### Practice

#### Activity 1

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

#### Daniel Learns a Lesson

Solomon was a salesman who sold different types of fabric at markets in the nearby villages and towns. The bags were big and heavy so he carried them on his bicycle. One day, he decided to take his youngest son, Daniel, with him to a market in a faraway town. Solomon tied four bags to his bicycle and **set off** with his son early that morning.

All in all, it was a very **successful** day! They managed to sell all the fabric and made a good **profit**. Solomon was very happy as they set off for home. His pockets were full and he had his son by his side. After a long, busy day at the market and after chatting with lots of satisfied customers, they were very tired and cycled wearily back to the village but with a smile on their faces.

After some time, they met a sugarcane juice seller at the side of the road. They were exhausted and very thirsty so they stopped to buy some juice and have a rest. The sugarcane would give them energy to continue their journey. While sipping the juice and enjoying the sunset, they told the seller what a successful day they had had and how good fortune had smiled on them. 'My wife is sick and needs to go to hospital. Take **pity** on me and share some of your good



fortune,' said the seller. Solomon looked at Daniel and then at the seller and reached for the money in his pockets. 'Here, take this.' he said as he gave the seller a wad of notes. 'And may your wife be well and healthy very soon.' Solomon and his son continued their journey, **refreshed** and with happy hearts. Solomon's son learned an important lesson that day, one that he would remember for the rest of his life.

### Comprehension Questions

1. What job did Solomon have?
2. Read the second paragraph. Why was Solomon happy at the end of the day?
3. What is the meaning of 'good fortune had smiled on them'?
4. Why do you think Solomon looked at his son before giving the sugarcane seller the money?
5. What is the meaning of 'happy hearts' in the third paragraph? Why did they have happy hearts?

### Activity 2

Look at the list of words and phrases below and find them in the passage. For each word or phrase, write another word or phrase that is similar in meaning.

1. set off
2. successful
3. profit
4. pity
5. refreshed

### Activity 3

Read the following sentences from the passage. Identify whether the words in **bold** are nouns, pronouns or verbs.

1. One day, **he** decided to take his youngest son, Daniel, with him to a market in a faraway town.
2. Solomon **tied** four bags to his bicycle.
3. **They** managed to sell all the fabric and made a good profit.
4. After some time, they met a sugarcane juice **seller** at the side of the road.
5. My wife is sick and needs to go to **hospital**.
6. Solomon's son **learned** an important lesson that day.

<b>Lesson Title:</b> Reading Comprehension	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-007	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and explain the main ideas of the passage.

## Overview

When you sit BECE, you will have to read an unseen passage and answer questions on it. This can be a story or an essay. It is important to identify the **main idea** of a passage or a paragraph. The main idea is what the passage or a paragraph is about.

If you can identify the main idea of a passage, then it will be easy for you to explain the story to someone else or write a summary of it.

To find the main idea you should:

- Read the entire passage. Then try to identify the topic. Think about who or what the passage is about.
- Look at the first and last paragraph of the passage. Writers usually put the main idea in the introduction and the conclusion.
- Look for repetition in the passage. The supporting ideas and information in a passage are connected to the main idea. So they often repeat key words from the main idea.

## Practice

### Activity 1

Read the following passage and answer comprehension questions.

#### The Rice Farmer

Mr Bundu is our neighbour in the village. For many years, he worked at the post office. Now, he has retired. However, he needs to keep working because he is not **well-off** financially. He and his wife have a daughter who is married and lives far away. They need to find a source of income to feed themselves. For this reason, Mr Bundu decided to **take up** rice farming.

Mr Bundu had a small piece of land that was suitable for rice farming if some hard work and labour were put into it. With a lot of enthusiasm, he started work. He ploughed the fields, found good rice seeds from a neighbour, and even found two young labourers to help him. However, he overlooked a big and glaring **issue**. There was no water to **irrigate** the rice field. The water tank that Mr Bundu had hoped to use for his field has been empty for more than a **decade**. Mr Bundu was not aware of it. The government, for an unknown reason, stopped the water supply to that pipeline years ago. With no river nearby, Mr Bundu is now in a difficult situation. However, the neighbourhood supports him and together they will ask the local authorities to provide a water supply.

### Comprehension questions

1. Why did Mr Bundu decide to start rice farming?
2. What was Mr Bundu able to get for the rice field?
3. What problem did Mr Bundu face when he started working on the rice farm?
4. Why was there no water for the rice field?
5. What does Mr Bundu plan to do to get water for his rice farm?

### Activity 2

Identify the main idea for each of the following. Choose from the multiple-choice options given.

1. The main idea of the whole passage is:
  - a. Mr Bundu, a retired postman, was successfully able to find land, plough his field and employ two labourers for his farm.
  - b. Mr Bundu, a poor man, wanted to start farming rice but had difficulty finding a water supply.
2. The main idea of the first paragraph is:
  - a. Mr Bundu is our neighbour. He used to be a postman. However, now he has retired.
  - b. Mr Bundu was a postman and now wants to start farming rice to make money.
3. The main idea of the third paragraph is:
  - a. Mr Bundu does not have any water supply for his farm. He and the neighbours will ask the authorities to start the water supply.
  - b. Mr Bundu wanted to start rice farming but overlooked a big issue. But the neighbourhood is very supportive.

### Activity 3

The following words and phrases are from the passage. Match these with the words and phrases that are similar in meaning from list below.

- problem
- rich
- ten years
- start
- water

1. well-off
2. take up
3. issue
4. irrigate
5. decade

<b>Lesson Title:</b> Verb Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-008	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify different tenses.

## Overview

Verbs are words that show an action or state of being. Tenses help us to understand when exactly that action happened – in the past, present or future.

Below are some examples of different verb tenses:

- Simple present: I **go** to the market.
- Present continuous: I **am going** to the market.
- Present perfect: I **have gone** to the market before.
- Simple past: I **went** to the market.
- Past continuous: I **was going** to the market.
- Past perfect: I **had gone** to the market when you called.
- Simple future: I **will go** to the market.

## Practice

### Activity 1

Read the following sentences. Identify the tense for each of the verbs in **bold**.

1. Unisa **was speaking** on the telephone.
2. The chief guest for the ceremony **has arrived**.
3. My mother **dislikes** cooking.
4. We **will go** jogging tomorrow.
5. This man **is** at least six feet tall.
6. Mohammad **had eaten** all the bananas by the time I arrived.
7. Foday **wrote** a letter to his grandmother.
8. My teacher **is writing** a math problem on the board.
9. The children **are reading** quietly.
10. Where **will you** buy new clothes from?

### Activity 2

Read the following paragraph. Identify the verb tenses of the verbs in **bold**.

Today, Sheku **went** to the market with his parents. When his father **was shopping** for books, his mother **entered** the shop nearby. The father thought Sheku was with his wife. The wife thought Sheku was with his father. But Sheku **had spotted** some children playing nearby when his parents **were not looking**. He went and joined them in a ball game. Sheku's parents could not

find him anywhere. They were very worried. They started screaming his name to find him. Then they heard someone scream, 'I **am** over here! I am playing!' Now, they have returned home. They look very relieved. They **have told** Sheku never to leave their side without informing them again.

### Activity 3

Read the following sentences. The verbs are in **bold**. Rewrite the sentences using the verb tense given in brackets.

1. The children **are** hungry. (simple past)
2. I **am knitting** a sweater for my child. (simple future)
3. We **have finished** our homework. (present continuous)
4. I **will tell** you a story. (past continuous)
5. When you arrive, I **will reach** home. (past perfect)

<b>Lesson Title:</b> The Simple Present Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-009	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Use the simple present tense in sentences.
2. Identify the simple present tense in sentences.

### Overview

The **simple present** tense is used in sentences that talk about:

- Actions or things that people usually do

Examples:

- I **go** for a walk every morning.
- My mother **teaches** science.

- Facts

Examples:

- The earth **is** round in shape.
- Trees **use** sunlight to make their food.

To make questions in the simple present tense, you must change the word order.  
(question word + do/does + subject + verb)

Examples:

- What does Amina eat?  
Answer: Amina **eats** fruits and vegetables.
- Where does water come from?  
Answer: Water **comes** from rivers and streams.

The following table shows you how the simple present tense is written in questions, positive sentences and negative sentences. It uses the verb 'to play'.

Question	Positive	Negative
Do I play?	I play.	I do not play.
Do you play?	You play.	You do not play.
Does he play?	He plays.	He does not play.
Does she play?	She plays.	She does not play.
Does it play?	It plays.	It does not play.
Do we play?	We play.	We do not play.
Do they play?	They play.	They do not play.

## Practice

### Activity 1

Read the following sentences. Underline the verbs in simple present tense.

1. The shopkeeper sells books in his shop.
2. The people of Sierra Leone speak many languages.
3. I told him that I like the beach.
4. Today in class, we learned that the earth moves around the sun.
5. Amad wants to go to the museum.
6. The sun sets in the west.

### Activity 2

Read the following paragraph. Underline the verb tenses in the simple present tense.

My grandmother is 85 years old. She cannot see very well. She needs spectacles to see things that are far off. Today, she is cooking my favourite dish because she enjoys cooking. When she was young, she was a teacher. She says that she misses her pupils very much. Many of her past pupils used to come and visit her. Now, they have grown up and moved out of our village. But my grandmother remembers all of them fondly.

### Activity 3

Fill in the blanks in the following sentences with the simple present tense form of the verb given in brackets.

1. This bicycle \_\_\_\_\_ more air in its tires. (to need)
2. The mother pigeon \_\_\_\_\_ her children through her beak. (to feed)
3. On my birthday every year, my parents \_\_\_\_\_ me a book. (to give)
4. Isata \_\_\_\_\_ to go abroad someday. (to wish)
5. The kitten \_\_\_\_\_ to play with the ball. (to like)
6. I \_\_\_\_\_ bananas every morning. (to eat)

### Activity 4

Change each of the following sentences into negative sentences. Remember to keep the verb tense in the simple present tense.

Example: He **plays** football.

Negative: He does not **play** football.

1. It rains in July every year.
2. My sister loves to eat chocolates.
3. I read my book at night.
4. All wild animals live in the forest.
5. We leave at 5am.

<b>Lesson Title:</b> Types of Letters (Informal Letters)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-010	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Identify the format of an informal letter.
2. Write the format of an informal letter in your exercise book.

## Overview

An **informal letter** is a letter that you write to a relative, family member or friend. You might write to describe something, ask for advice or give advice. An informal letter uses informal language.

There are eight features that you need to include in an informal letter:

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

## Practice

### Activity 1

Use the following outline of an informal letter to organise your ideas for the letter. Write one or two sentences under each section.

The topic of the letter is: Tell your friend about a problem you have and ask for their opinion or advice.



	<u>(Your address)</u> _____
	<u>(Date)</u> _____
<u>(Greeting: Dear, Dearest, Dear),</u>	
<u>(Introduction)</u> _____	
<u>(Body)</u>	
<u>Main idea 1:</u> _____	
<u>Main idea 2:</u> _____	
<u>Main idea 3:</u> _____	
<u>(Closing)</u> _____	
	<u>Best wishes,</u> <u>(Your name)</u>

**Self-check questions**

Check your outline to make sure you have included the following:

- Your address
- The date
- A greeting
- An introduction that tells your friend that you have a problem
- A body that explains the problem
- A closing
- Your name/signature

<b>Lesson Title:</b> Features or Format of Informal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-011	<b>Class:</b> JSS 2



### Learning Outcome

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

### Overview

An **informal letter** is a letter written to a friend, family member or close relative. It is written for personal reasons. The language in an informal letter can be relaxed and friendly. This type of letter can include jokes, slang and contractions.

There are different types of informal letters:

- Descriptive informal letters: Letters that describe an experience or a thing.
- Persuasive informal letters: Letters that convince someone about something.
- Narrative informal letters: Letters that describe something that happened.

### Practice

#### Activity 1

Use the completed outline from the last lesson to write an informal letter to your friend. In the letter, tell your friend about a problem you have and ask for their opinion or advice on the matter.

Example outline:

(Your address) 15, Kanubu Street, Port Loko
(Date) 12 <sup>th</sup> September 2018
(Greeting) Dearest Amadu,
(Introduction) I hope you are well. I am writing to discuss a problem with you.
(Body)
Main Idea 1: I used to play football with my schoolmates after school every day.
Main Idea 2: The examinations are coming soon and I want to perform well. So, I do not play these days.
Main Idea 3: Now my friends are angry with me and have stopped talking to me.
Closing: You are very understanding. Please tell me how to explain the matter to them.
Your friend, Saidu

### Self-check questions

Check your letter to make sure that you have included the following:

- address on the right side at the top
- date below the address
- informal greeting on the left side below the address
- introduction
- body
- ending
- informal closing
- signature
- good grammar
- good spelling
- correct punctuation

### Activity 2

During the lesson, you read your seatmate's letter. Use the outline below to plan a reply to their letter. If you made some notes about their letter, use the notes to help you plan your reply.

	(Your address) _____ _____
	(Date) _____
(Greeting: Dear, Dearest, Dear),	
(Introduction)	_____
(Body)	
Main idea 1:	_____
Main idea 2:	_____
Main idea 3:	_____
(Closing)	_____
	Best wishes, (Your name)

<b>Lesson Title:</b> Features or Format of Informal Letters (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-012	<b>Class:</b> JSS 2

**Learning Outcome**

By the end of the lesson, you will be able to write the final draft on an informal letter.

**Overview**

Remember, an **informal letter** is a letter written to a friend, family member or close relative. It is written for personal reasons. There are different types of informal letters.

Examples:

- Descriptive informal letters: Letters that describe an experience or a thing.
- Persuasive informal letters: Letters that convince someone about something.
- Narrative informal letters: Letters that describe something that happened.

An informal letter should have the following:

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

**Practice****Activity 1**

Use the outline you developed for your reply to your partner's letter to help you write the informal letter. If you do not have a partner's letter, write a reply to your own letter from the previous lesson.

Example completed outline:

	(Your address) 18 Jumaya Street, Freetown
	(Date) 16 <sup>th</sup> September 2018
(Greeting) Dearest Saidu,	
(Introduction) Yes, I'm enjoying city life. Sorry to hear about your problem.	
(Body)	
Main idea 1: Sometimes, friends can be silly. Maybe they don't understand the importance of studying hard yet.	
Main idea 2: I think you should talk to one of them separately and explain everything properly.	
Main idea 3: If that doesn't work, you can also write them a letter.	
(Closing) Don't worry too much. I'm sure they will forget about this issue soon.	
	Best wishes, Amadu

## Activity 2

Check your informal letter to make sure you have included the following:

- address on the right side at the top
- date below the address
- informal greeting on the left side lower than the address
- introduction
- body that replies to your friend's problem
- informal closing
- signature
- correct grammar
- correct spelling
- correct punctuation

<b>Lesson Title:</b> The Simple Past Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-013	<b>Class:</b> JSS 2



### Learning Outcome

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

### Overview

The **simple past tense** is used to describe an action that was completed in the past. You can form the verb in the simple past tense in two ways:

- The simple past of regular verbs is formed by adding 'ed' to the end of the verb. If a verb ends in 'e', only add 'd'. If a verb ends in 'y', drop the 'y' and add 'ied'.

Examples:

- She **planted** flowers in her garden.
- We **danced** all night.
- They **hurried** to town.

- There are many irregular verbs in English. They do not follow the rules when forming the simple past tense.

Examples: drink – drank; think – thought; begin – began; fall – fell; cut – cut.

- I **drank** the cup of tea you gave me.
- We **began** writing our answers.
- The fruit **fell** off the tree.
- He **cut** the pineapple.

The following table shows you how the simple present tense is written in questions, positive sentences and negative sentences. It uses the verb 'to play'.

Question	Positive	Negative
Did I play?	I played.	I did not play.
Did you play?	You played.	You did not play.
Did he play?	He played.	He did not play.
Did she play?	She played.	She did not play.
Did it play?	It played.	It did not play.
Did we play?	We played.	We did not play.
Did they play?	They played.	They did not play.

## Practice

### Activity 1

Read the following sentences. Identify the verbs that are in the simple past tense.

1. The examination was very tough.
2. The little boy looked up at his father.
3. Yesterday, I washed my school uniform.
4. That athlete won two gold medals last year.
5. I asked you a simple question.

### Activity 2

Fill in the blanks in the following sentences with the simple past tense form of the verb in brackets.

1. She \_\_\_\_\_ her breakfast in a hurry. (to eat)
2. The judge \_\_\_\_\_ to pardon the robber. (to decide)
3. I \_\_\_\_\_ the BECE examination last year. (to sit)
4. Our teacher \_\_\_\_\_ about her experiences at the ceremony. (to speak)
5. I \_\_\_\_\_ the film we saw yesterday. (to enjoy)

### Activity 3

Rewrite the following sentences in the negative form of the simple past tense.

Example:

Sentence: I **fought** with my sister last night.

Negative: I **did not fight** with my sister last night.

1. I spoke to the class teacher about your performance.
2. Amina promised to return the book to me.
3. You left my house before sunset.
4. The rabbit jumped over our garden fence.
5. The taxi arrived an hour ago.

### Activity 4

Write a sentence using each of the following verbs in the simple past tense.

1. to save
2. to break
3. to stop
4. to write
5. to cut

<b>Lesson Title:</b> The Present Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-014	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Use the present continuous tense in sentences.
2. Identify the present continuous tense in sentences.

### Overview

The **present continuous** tense is used to talk about an action that is happening now. It is formed using the helping verb 'to be' (am/is/are) and by adding 'ing' to the end of the main verb.

Examples:

- She **is playing** with the dog.
- The pupils **are reading** their books.
- I **am eating** my dinner.

The following table shows you how the present continuous tense is written in questions, positive sentences and negative sentences. It uses the verb 'to play'.

Question	Positive	Negative
Am I playing?	I am playing.	I am not playing.
Are you playing?	You are playing.	You are not playing.
Is he playing?	He is playing.	He is not playing.
Is she playing?	She is playing.	She is not playing.
Is it playing?	It is playing.	It is not playing.
Are we playing?	We are playing.	We are not playing.
Are they playing?	They are playing.	They are not playing.

### Practice

#### Activity 1

Read the following sentences. Identify the verbs that are in the present continuous tense.

1. She says that they are waiting for us at the station.
2. The tall boy is holding his bag.
3. Sahr is looking for a partner to work with.
4. The farmer is ploughing the fields.
5. 'Nusrutha is asking an important question,' said the teacher.



## Activity 2

Fill in the blanks with the present continuous tense form of the verb in brackets.

1. The green fish \_\_\_\_\_ in the river. (to swim)
2. I \_\_\_\_\_ for my favourite pencil. (to search)
3. We \_\_\_\_\_ other routes to reach that village. (to explore)
4. The little girl \_\_\_\_\_ by herself in the playground. (to swing)
5. My sister \_\_\_\_\_ to the bus stop as she is late. (to run)

## Activity 3

Look around your home and observe what is happening. What is your mother doing? What is your father doing? What are your neighbours doing? Write 5–6 sentences using the present continuous tense to describe what is happening in your home.

Example: My sister is finishing her homework.

<b>Lesson Title:</b> The Past Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-015	<b>Class:</b> JSS 2



### Learning Outcome

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

### Overview

We use **past continuous tense** to talk about actions that were taking place in the past. It can be used in more than one way:

- To describe something that was happening continuously in the past when another action interrupted it.  
Example: She was walking to school when it started to rain. (The rain interrupted her walk. She **was walking** before the rain and after the rain.)
- To describe conditions, like the weather, in the past.  
Example: The sun **was shining** all day.
- To describe what was happening at a specific time in the past.  
Example: We **were eating** breakfast at 6 o'clock this morning.
- To talk about repeated actions or habits in the past.  
Example: In JSS 1, our friends **were always talking** in class. (The word 'always' helps show that it is a repeated action.)

The past continuous tense is formed from two parts: the past tense of the verb 'to be' (was/were), and the base of the main verb + 'ing'.

Examples:

- She **was sitting** on the chair.
- They **were running** to school.
- We **were dancing** that day.

The following table shows you how the past continuous tense is written in questions, positive sentences and negative sentences. It uses the verb 'to play'.

Question	Positive	Negative
Was I playing?	I was playing.	I was not playing.
Were you playing?	You were playing.	You were not playing.
Was he playing?	He was playing.	He was not playing.
Was she playing?	She was playing.	She was not playing.
Was it playing?	It was playing.	It was not playing.
Were we playing?	We were playing.	We were not playing.
Were they playing?	They were playing.	They were not playing.

## Practice

### Activity 1

Read the following sentences and identify the verbs in the past continuous tense.

1. The trader was buying new material for his business.
2. He replied that he was feeling sick at the time.
3. My mother says that you were shouting loudly last night.
4. I was hiding behind the tree during the game.
5. When I arrived, Hussein and Fatu were asking their mother for permission to come home late that day.

### Activity 2

Fill in the blanks with the past continuous form of the verb given in brackets. Remember to include the helping verb (was/were).

1. On the road uphill, we \_\_\_\_\_ to cycle fast. (to try)
2. The baby \_\_\_\_\_ the doll with both her hands. (to hold)
3. They \_\_\_\_\_ to their favourite songs at the party. (to dance)
4. The boy \_\_\_\_\_ the fruit from the neighbour's trees when he got caught. (to pluck)
5. The examiner \_\_\_\_\_ the answer sheets after school. (to score)

### Activity 3

Make a list of five things you did yesterday. Make another list of five things that your family did. Then write five sentences using the past continuous tense and simple past tense that describe what was happening when another action happened.

Example:

- I **was sleeping** in the afternoon when my mother **returned** home. (was sleeping – past continuous; returned – simple past)

<b>Lesson Title:</b> Comprehension Passage	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-016	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Identify and pronounce new words from the comprehension passage.
2. Discuss the comprehension passage.

### Overview

When you sit BECE, you will have to read an unseen passage and answer questions on it. To understand the passage better, remember to read it more than once and identify the main idea.

The passage may also have new and difficult words. To understand new words you need to look for **context clues** that will help you determine their meaning. Context clues are clues in the sentence or in the sentences around a new word that help you understand its meaning. To look for context clues:

- Look at how the word has been used in the sentence.
- Look at the meaning of the whole sentence.

Example: We were tired. But after drinking some juice, we felt **rejuvenated** and energised.

Which words in these sentences help you understand the meaning of the word 'rejuvenated'? One is 'tired' and the other clue is 'energised'. Rejuvenated means to feel better and refreshed.

### Practice

#### Activity 1

Read the first part of this story and answer the comprehension questions on it.

#### The Hospital Room

Two old men were in the same room of a big hospital in Freetown. Grandpa Jesse and Grandpa Amad were both very ill, and both far away from their families. Grandpa Jesse was allowed to sit up in his bed for an hour each afternoon after he took his medicine. His bed was next to the room's only window. Grandpa Amad had to spend all his time lying on his back and wasn't allowed to sit up at all. The two men talked for hours and hours all day. They talked about their wives and families, their homes, about things they did as young boys and what they wanted to do when they left the hospital.

Every afternoon when Grandpa Jesse could sit up, he would pass the time by describing to Grandpa Amad all the things he could see outside the window. They were both in Freetown for the first time and everything was new for them.

Grandpa Amad began to live for the one hour every day where his world would become bigger and made more interesting by all the activity and colour of the world outside. Grandpa Jesse

told him about the park outside the window. There was a beautiful lake where water birds swam and children sailed toy boats and paddled. There were flowers of every colour and you could see a cotton tree far in the distance. People went for walks and sat on the grass talking to their friends.

As Grandpa Jesse described all this in detail, Grandpa Amad would close his eyes and imagine it all instead of looking at the ceiling.

### Comprehension questions

1. Why were Grandpa Amad and Grandpa Jesse in the hospital room?
2. How was Grandpa Amad's illness different from Grandpa Jesse's?
3. Why was Grandpa Amad not looking out of the window himself?
4. Read the third paragraph. What is the meaning of, 'Grandpa Amad began to live for the one hour every day'?
5. Do you think Grandpa Amad enjoyed listening to what was happening outside? Why?
6. This is first half of the story. In the next lesson, you will read the second half. What do you think will happen in the second half of the story?

### Activity 2

Look at the list of words and phrases below. Find a word from the passage that has a similar meaning to each of these words.

1. sick
2. permitted
3. giving details about something
4. fascinating
5. chatting

### Activity 3

Identify whether the words in bold are nouns, pronouns or verbs.

1. The two **men** talked for hours and hours all day.
2. **He** would pass the time by describing to Grandpa Amad all the things he could see outside the window.
3. There was a beautiful lake where water birds **swam** and children sailed toy boats and paddled.
4. They were both in **Freetown** for the first time and everything was new for them.
5. They were both in Freetown for the first time and everything was new for **them**.

<b>Lesson Title:</b> Comprehension Passage	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-017	<b>Class:</b> JSS 2

**Learning Outcome**

By the end of the lesson, you will be able to identify the new words in the comprehension passage and answer questions about it.

**Overview**

In the BECE examination, you will read an unseen passage and answer questions on it. Sometimes, that passage may be a story. The main people of a story are called its 'characters'. When reading, pay attention to what the characters are saying and doing. This will give you clues about how they must be feeling.

After you read the first part of a passage, make predictions about what will happen next. Try to use your understanding of the story to guess what will happen next. This is a reading comprehension skill called 'predicting'.

**Practice****Activity 1**

Read the second part of the story (continued from the previous lesson) and answer the comprehension questions.

The Hospital Room

They were in the hospital for a long time, and Grandpa Jesse described what was happening out of the window to Grandpa Amad every day.

One morning, Grandpa Jesse was allowed to leave the hospital to go home. Grandpa Amad was very happy for him but missed talking to him and hearing the stories about the park and the streets outside the window. He asked the nurse if she could move him over to the bed beside the window and she did.

Slowly, painfully, he pushed himself up in his bed to take his first look at the world outside. He looked out of the window and was stunned to see nothing but the wall of a building. There wasn't a park or a lake or the cotton tree that Grandpa Jesse had described. There were no children playing. No one was walking on the grass talking to their friends.

Grandpa Amad asked the nurse why he couldn't see anything. He asked why Grandpa Jesse had described so many wonderful things that he couldn't see.

'Maybe he wanted to make you feel happy and not bored,' the nurse said. 'Maybe he wanted to encourage you to get better so you could leave the hospital and go home to your family.'

**Comprehension Questions**

1. What had Grandpa Jesse been describing to Grandpa Amad every day?
2. Why did Grandpa Amad want to move to the bed next to the window?
3. Why was Grandpa Amad stunned when he looked outside the window?
4. What does the nurse explain to Grandpa Amad?
5. Do you think what Grandpa Jesse did was right or wrong? Did it help Grandpa Amad?

## Activity 2

Look at the list of words from the passage. Write a synonym, a word with a similar meaning, for each.

1. happy
2. streets
3. stunned
4. encourage

## Activity 3

Read the following sentences from the passage. Identify the tense of the verbs in **bold**.

1. They **were** in the hospital for a long time.
2. Grandpa Jesse **described** what was happening out of the window to Grandpa Amad every day.
3. Grandpa Jesse described what **was happening** out of the window to Grandpa Amad every day.
4. There **wasn't** a park or a lake or the cotton tree.
5. There **were** no children **playing**.
6. 'Maybe he **wanted** to make you feel happy and not bored,' the nurse said.

<b>Lesson Title:</b> The Simple Future Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-018	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and use the simple future tense in sentences.

### Overview

When you want to describe something that will happen in the future, you use the **simple future tense**. There are two ways to make sentences in the simple future tense:

- Use the verb 'to be' in the present tense (am/is/are) + going to + main verb

Examples:

- It **is going to be** sunny tomorrow.
- I **am going to eat** after I finish my homework.
- We **are going to sleep** later.

- Use the auxiliary (helping) verb 'will' or 'shall' + main verb

Examples:

- We **shall** study tomorrow.
- Sayid **will** go to town soon.
- 

The following table shows you how the simple future tense is written in questions, positive sentences and negative sentences. It uses the verb 'to play'. Notice that 'shall' is only used in sentences with the first person ('I' and 'we').

Question	Positive	Negative
Will/Shall I play?	I will/shall play.	I will/shall not play.
Will you play?	You will play.	You will not play.
Will he play?	He will play.	He will not play.
Will she play?	She will play.	She will not play.
Will it play?	It will play.	It will not play.
Will/Shall we play?	We will/shall play.	We will/shall not play.
Will they play?	They will play.	They will not play.

### Practice

#### Activity 1

Read the following paragraph and identify the verbs that are in the simple future tense. Today, we adopted a dog from the market. It looked injured and we felt pity for it. So, my father and I brought it home. My mother does not know yet as she is visiting a friend. Later tonight, she will meet the dog. My father and I cannot think of any good names for the dog. We will ask our neighbours for name ideas tomorrow. What's more important is to look after the



dog properly. I shall build it a small kennel tomorrow with twigs and wood. My sister said that she will find a special bowl where we will keep his food. Soon he will start recognising that that bowl belongs to him.

### Activity 2

Fill in the blanks with the simple future tense of the verb in brackets.

Example:

I \_\_\_\_\_ on the chair. (to sit)

Answer: I **will sit** on the chair.

1. Next week, my favourite football team \_\_\_\_\_ against your favourite team. (to play)
2. We \_\_\_\_\_ our relatives this evening. (to visit)
3. Starting tomorrow, I \_\_\_\_\_ at least ten Mathematics problems every day. (to solve)
4. At 10am tomorrow, the choir practice \_\_\_\_\_. (to start)
5. The chairwoman of the committee \_\_\_\_\_ soon. (to arrive)

### Activity 3

Change each of the positive sentences below into negative sentences. Remember to write the sentences in the simple future tense.

Example:

He will **stay** with me.

Negative: He **will not stay** with me.

1. It will rain tomorrow.
2. Musa will ask the teacher some questions.
3. My aunt said that she will reach Freetown tonight.
4. Fatmata will definitely enjoy this music.
5. I will participate in the creative writing contest.

### Activity 4

Change each of the sentences or questions below to the simple future tense.

Example:

She **called** her mother. (simple past)

Simple future: She **will call** her mother. (simple future)

1. Yaema was eating the salad.
2. Marai is learning to play the piano.
3. She has borrowed a book from the library.
4. Did our teacher give us a form to fill out?
5. Did the fireman help the lady in trouble?

<b>Lesson Title:</b> Revision of the Simple Past and Simple Future Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-019	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and use the simple past and simple future tenses in sentences.

### Overview

You have studied the simple past and the simple future tenses. Now you will revise them. Remember, the **simple past tense** is used to talk about completed actions in the past.

- Regular verbs are formed by adding 'ed', 'd' or 'ied' to the verbs.  
Examples:
  - I **followed** my father. (to follow)
  - I **saved** some money. (to save)
  - He **tried** to find you. (to try)
- Irregular verbs do not follow the rules and must be memorised. Most are formed by changing the spelling of the verb, but some do not change at all.  
Examples:
  - I **spoke** with him today. (to speak)
  - We **thought** about your problem. (to think)
  - He **gave** her some vegetables. (to give)
  - They **cut** the wedding cake. (to cut)
- Questions in the simple past tense are formed by changing the word order: Did + subject + verb?  
Examples:
  - Did she speak to him? (to speak)
  - Did he try to find you? (to try)

The **simple future tense** is used to talk about actions that have not yet happened.

- Use the auxiliary (helping) verb 'will' or 'shall' + main verb to form the simple future. Note that 'shall' is only used in sentences with the first person 'I' and 'we'.  
Examples:
  - We **shall** cycle tomorrow.
  - Sayid **will** paint a portrait in the evening.
- Use the verb 'to be' in the present tense (am/is/are) + going to + main verb  
Examples:
  - It **is going to rain** tomorrow.
  - They **are going to dance**.
- Questions in the simple future tense are formed by changing the word order: Will + subject + verb?  
Examples:
  - **Will they speak** to you?
  - **Are you going to play** netball next term?

## Practice

### Activity 1

Identify whether the sentences below are in the simple past or the simple future tense.

1. The moon will rise later tonight.
2. That man will deliver the letter to your house.
3. I began writing my essay already.
4. We will announce the winners on the radio show soon.
5. I found a cat taking shelter in our garden.
6. Foday waited patiently at the restaurant.

### Activity 2

Fill in the blanks with the simple past tense form of the verb in brackets.

1. Luckily, she \_\_\_\_\_ her expensive ring under her bed. (to find)
2. The train \_\_\_\_\_ at many stations along the way. (to stop)
3. The flowers \_\_\_\_\_ very fast last year. (to grow)
4. I \_\_\_\_\_ my mother's cheek before going to bed. (to kiss)
5. Abraham \_\_\_\_\_ the floor this morning. (to sweep)

### Activity 3

Fill in the blanks with the simple future tense form of the verb given in brackets.

1. We \_\_\_\_\_ that the principal to delay the examinations. (to request)
2. Marie and Ibrahim \_\_\_\_\_ to town today. (to come)
3. I am your elder and you \_\_\_\_\_ as I say! (to do)
4. They \_\_\_\_\_ prayers at the mosque in the morning. (to offer)
5. We \_\_\_\_\_ from here to the foot of that hill. (to jog)

### Activity 4

Rewrite each of the sentences below. Change them from the simple past to the simple future tense.

Example:

Simple past: He **sang** a song **last night**.

Simple future: He **will sing** a song **tonight**.

1. I swam in the pond yesterday.
2. The sky looked blue this morning.
3. My brother slept on the floor in the afternoon.
4. The ceremony started on time.
5. The bells rang very loudly.

<b>Lesson Title:</b> Revision of the Three Main Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-020	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify the three main tenses and distinguish between them.

### Overview

The **simple present tense** is used to describe things that usually happen or to describe facts.

Examples:

- She **reads** a book.
- He **teaches** for a living.
- This river **flows** downhill.

The **simple past tense** is used to describe actions that were completed in the past.

Examples:

- She **read** a book last night.
- The children **fought** over the toy.
- My mother **smiled** at me.

The **simple future tense** describes things that have not yet happened, but will happen in the future.

Examples:

- She **will read** a book tonight.
- The school **will be** open tomorrow.
- The teacher **will collect** your answer sheets.

The following table shows you how these tenses are written using the verb 'to play'.

Present	Past	Future
I play.	I played.	I will play.
You play.	You played.	You will play.
She plays.	She played.	She will play.
They play.	They played.	They will play.

## Practice

### Activity 1

Read the following sentences and identify whether they are in the simple present, past or the future tense.

1. I kept my clothes neatly in the cupboard.
2. Most people drink their tea with milk and sugar.
3. Yusuf peeled the vegetables.
4. The race will start at the school playground.
5. Osman fixes people's computers for a living.
6. I rode on a horse for the first time last year.
7. They will pack their bags before travelling.
8. The children made too much noise last night.
9. The baby laughs if you tickle her.
10. This man will row the boat for us on the river.

### Activity 2

Fill in the blanks in the following paragraph with suitable tenses of the verbs in brackets.

It was only last year that I \_\_\_\_\_ (to start) cycling. It was when my cousin \_\_\_\_\_ (to visit) us. She \_\_\_\_\_ (to ride) her bicycle very well. So, she is the one who \_\_\_\_\_ (to teach) me to cycle. I \_\_\_\_\_ (to practise) a lot this year. Now I \_\_\_\_\_ (to pedal) quite fast and easily. My cousin \_\_\_\_\_ (to come) to my house again this year. I am sure that she \_\_\_\_\_ (to compliment) my riding skills. Perhaps, we \_\_\_\_\_ (to go) cycling by the river together.

### Activity 3

Rewrite the following sentences using the verb tense given in brackets.

1. The child hopped on one foot. (simple present)
2. My father will scold you for being naughty. (simple past)
3. The man entered the dark cave. (simple future)
4. Will you finish your meal? (simple past)
5. She left her books at my house. (simple present)
6. We prayed for your well-being. (simple future)
7. We will light some candles. (simple past)

<b>Lesson Title:</b> The Future Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-021	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Identify the future continuous tense.
2. Use the future continuous tense in sentences.

### Overview

The **future continuous tense** describes an action that will be happening at a certain time in the future.

The future continuous tense is formed by: subject + shall be/will be + verb + 'ing'

Examples:

- At 10am tomorrow, I **shall be walking** to school.
- They **will be practising** for the function at this time next week.
- Barrie **will be standing** under the tree waiting for you.

The following table shows you how the future continuous tense is written in questions, positive sentences and negative sentences. It uses the verb 'to play'.

Question	Positive	Negative
Will/Shall I be playing?	I will/shall be playing.	I will/shall not be playing.
Will you be playing?	You will be playing.	You will not be playing.
Will he be playing?	He will be playing.	He will not be playing.
Will she be playing?	She will be playing.	She will not be playing.
Will it be playing?	It will be playing.	It will not be playing.
Will we/shall we be playing?	We will/shall be playing.	We will/shall not be playing.
Will they be playing?	They will be playing.	They will not be playing.

### Practice

#### Activity 1

Read the following sentences and identify the verbs in the future continuous tense.

1. We will be meeting in the afternoon tomorrow.
2. In the evening, she will still be teaching her pupils.
3. The scientist will be testing his theory all day.
4. Next week, we will be enjoying ourselves at the beach.
5. The parents will be watching a film at the theatre this evening.

## Activity 2

Fill in the blanks with the future continuous form of the verb given in brackets.

1. This mechanic \_\_\_\_\_ the car at this time tomorrow. (to repair)
2. The organisers of the camp \_\_\_\_\_ us with snacks. (to provide)
3. Today, you \_\_\_\_\_ a formal letter to the local political leader. (to write)
4. Our family \_\_\_\_\_ the wedding next week. (to attend)
5. At 8pm, I \_\_\_\_\_ my dinner. (to eat)
6. When you come, my mother \_\_\_\_\_ my baby sister to sleep. (to put)

## Activity 3

Change each of the following sentences into questions. Remember to keep the sentences in the future continuous tense.

Example:

He will be **staying** with us.

Question: **Will he be** staying with us?

1. It will be raining today.
2. The manager of the company will be taking over today.
3. They will be opening the shop between 9:30am and 10am tomorrow.
4. Fallubah will be climbing up the hill for the next two hours.
5. The birds will be sitting on the branches in the afternoon.

<b>Lesson Title:</b> Revision of the Past and Future Continuous Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-022	<b>Class:</b> JSS 2



**Learning Outcome**

By the end of the lesson, you will be able to identify and use the past and future continuous tenses.

**Overview**

The **past continuous tense** is used to describe actions that were happening at a certain time in the past.

The past continuous tense is formed by the simple past tense of the verb ‘to be’ (was/were) + the main verb + ‘ing’

- She **was talking** to her friend. (was + talk + ‘ing’)
- They **were coming** from school. (were + come + ‘ing’)

The **future continuous tense** describes an action that will be happening at a certain time in the future.

The future continuous tense is formed by shall be/will be + verb + ‘ing’

Examples:

- At 12pm tomorrow, **I will be cooking** in my kitchen. (will be + cook + ‘ing’)
- We **shall be attending** your party today. (shall be + attend + ‘ing’)

The following table shows how the verb ‘to play’ is used differently in the past continuous and future continuous tenses. Notice how both verb tenses have ‘ing’ after the verb.

Past Continuous	Future Continuous
I was playing.	I will/shall be playing.
You were playing.	You will be playing.
He was playing.	He will be playing.
She was playing.	She will be playing.
It was playing.	It will be playing.
We were playing.	We will/shall be playing.
They were playing.	They will be playing.



## Practice

### Activity 1

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

1. The examination will be going on all afternoon.
2. We will be sleeping at midnight.
3. The judge was looking at the accused closely.
4. Hussein will be driving to Freetown tomorrow.
5. You were charging your phone at that time.

### Activity 2

Change the following sentences from the past continuous tense to the future continuous tense.

Example:

Past continuous: I **was reading** my book in the library.

Future continuous: I **will be reading** my book in the library.

1. I was transferring the money to your account.
2. My friend was showing us around town in the evening.
3. We were looking forward to your arrival on Tuesday.
4. The old lady was baking a cake at night.
5. I was examining the patient this afternoon.

### Activity 3

Change the following sentences from the future continuous tense to the past continuous tense.

Example:

Future continuous: He **will be coming** to our house.

Past continuous: He **was coming** to our house.

1. The guests will be eating in the dining hall.
2. It will be snowing in the mountains this week.
3. The leaves will be falling off the trees in the dry season.
4. Will you be exercising in the morning?
5. I will not be sketching that landscape.

<b>Lesson Title:</b> Writing an Informal Letter	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-023	<b>Class:</b> JSS 2



### **Learning Outcome**

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

## **Overview**

Remember, an **informal letter** is a letter that you write to a relative, family member or friend. You might write to them to describe something, ask for advice or share information. An informal letter uses informal language.

The following are the features of an informal letter:

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

When you write an informal letter, it will have three main paragraphs: the introduction, the body and the ending. In the introduction you can ask about the well-being of the person you are writing to, give updates on your own life and explain why you are writing.

Example sentences:

- I received your letter last week, and I was happy to read it.
- Everyone is well at home, and father is feeling much better.
- I am writing to ask your advice on something at school.

The body should explain a bit more about why you are writing the letter. It includes the main content and your reason for writing the letter. It can be one or more paragraphs. The ideas should be well connected in paragraphs.

Example sentences:

- I recently found out that my friend might be stealing from other classmates.
- He told me last week that he did not have enough money.
- Now he has new books and new pens while other classmates say that their money has been stolen.

The ending is usually a line or two lines telling your friend to reply or wishing them well.

Example sentences:

- I must go now. I'm looking forward to your reply.
- Please give me your advice on how to handle this problem.

## Practice

### Activity 1

Complete the outline below to plan a letter to your friend. Topic: You think your friend has been stealing money. Ask another friend for advice on whether to tell his parents.

	<u>(Your address)</u>
	_____
	<u>(Date)</u>
	_____
<u>(Greeting: Dear, Dearest, Dear),</u>	
<u>(Introduction)</u>	_____
<u>(Body)</u>	
<u>Main idea 1:</u>	
<u>Main idea 2:</u>	
<u>Main idea 3:</u>	
<u>(Ending)</u>	_____
	<u>Love,</u>
	<u>(Your name)</u>

### Activity 2

Use the outline to help you write the informal letter to your friend in your exercise book. After you have written the letter, check to see if you have included the following:

- your address
- the date of writing the letter
- a greeting
- an introduction that asks about your friend's well being
- a body that explains the problem
- an ending
- a closing (sign off)
- your name

<b>Lesson Title:</b> Writing an Informal Letter (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-024	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Identify an informal letter.
2. Discuss and plan a sample informal letter.

### Overview

An **informal letter** is different from a formal letter. An informal letter is written for personal reasons while a formal letter is written for official reasons or for work.

When writing an informal letter, you can use informal and casual language. You can include informal language like contractions, jokes and slang. Here are some ways to write informally:

- Ask the person you are writing to about their and their family's personal well-being.
- Tell them about your personal life.
- Use contractions such as 'can't', 'won't' and 'don't'.
- Use a casual tone and casual language.

Examples:

- Anyway, I have to go now!
- What do you think?
- Remember when we used to play together?

- End the letter in a friendly tone.

Examples:

- Love,
- Take care!
- Hope to hear from you soon,
- Thinking of you,

## Practice

### Activity 1

Complete the outline below to help you organise your main ideas for Victor's reply to Nouhou's letter (from the previous lesson).

	<u>(Victor's address)</u> _____
	<u>(Date)</u> _____
<u>(Greeting: Dear, Dearest, Dear) Nouhou,</u>	
<u>(Introduction)</u> _____	
<u>(Body)</u>	
<u>Main idea 1:</u>	
<u>Main idea 2:</u>	
<u>Main idea 3:</u>	
<u>(Ending)</u> _____	
	<u>(Closing) Your friend,</u> <u>Victor</u>

### Activity 2

After you have completed Activity 1, check your outline to make sure you have included the following:

- the address
- the date of writing the letter
- a greeting
- an introduction that replies to Nouhou's answers
- a body that responds to Nouhou's problem
- an ending
- a closing
- Victor's name

<b>Lesson Title:</b> Revision of an Informal Letter	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-025	<b>Class:</b> JSS 2



### **Learning Outcome**

By the end of the lesson, you will be able to write an informal letter with all the features.

### **Overview**

An **informal letter** is different from a formal letter. An informal letter is written for personal reasons while a formal letter is written for official reasons or for work.

When writing an informal letter, you can use informal and casual language. An informal letter can be chatty and conversational.

Examples:

- How are your parents doing?
- I have been studying very hard.
- Anyway, I have to go now!
- What do you think?
- Remember when we used to play together?
- Take care!
- Hope to hear from you.

However, when you write an informal letter, do not forget to include all of the features.

### **Practice**

#### **Activity 1**

Finish writing the informal letter in which Victor replies to Nouhou, giving him advice. When you have finished the letter, check to make sure that you have included all of the features of an informal letter:

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

## Activity 2

Use the outline below to plan and write another informal letter. This letter is to Alusine's elder sister, informing her that you think he might be stealing and explaining your reasons why.

	<u>(Your address)</u> _____
	<u>(Date)</u> _____
<u>(Greeting: Dear, Dearest, Dear),</u>	
<u>(Introduction)</u> _____	
<u>(Body)</u>	
<u>Main idea 1:</u>	
<u>Main idea 2:</u>	
<u>Main idea 3:</u>	
<u>(Ending)</u> _____	
	<u>Regards,</u> <u>(Your name)</u>

### Self-check questions

Check your informal letter to make sure you have included the following:

- address on the right side at the top
- date below the address
- informal greeting on the left side, lower than the address
- introduction
- body that explains the problem and gives supporting evidence
- ending
- closing
- name
- correct grammar
- correct spelling
- correct punctuation

<b>Lesson Title:</b> Poetry; Meaning of Poetry; Literary Devices	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-026	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Talk about a poem and find meanings in some literary devices.
2. Recognise some literary devices in sentences and phrases.

## Overview

**Poetry** is a kind of writing. Its structure and form are different from other kinds of writing such as a composition or an essay. A poem 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.

Example:

- Far away, our enemies, I see.  
Farewell for now for I must flee. ('see' and 'flee' are rhyming words)

**Poets** are people who write poems. They usually write poems to express emotions and feelings. They often write in such a way that the reader has to use their imagination to understand the poem.

Poems often use literary devices. **Literary devices** are used to make any writing more interesting for the reader.

**Parallelism** is a literary device where the grammatical structure of a sentence is repeated in the same sentence or other sentences and stanzas (sections of a poem, a bit like paragraphs in a letter).

Examples:

- They came, they saw, they conquered.
- I am a father, a husband, a son, and a man of the forest.

## Practice

### Activity 1

Read the following poem and answer questions on it. This poem was written by John Keats. He was a famous English poet who wrote many poems in his short life. He died when he was only 25 years old in 1821.



The Naughty Boy<sup>1</sup>

By John Keats

There was a naughty boy,  
And a naughty boy was he.  
He ran away to Scotland,  
The people there to see –

Then he found  
That the ground  
Was as hard,  
That a yard  
Was as long,  
That a song  
Was as merry,  
That a cherry  
Was as red,  
That lead  
Was as weighty,  
That fourscore  
Was as eighty,  
That a door was as wooden  
As in England –

So he stood in his shoes  
And he wondered,  
He wondered,  
He stood in his shoes,  
And he wondered.

**Comprehension questions**

1. Read the first stanza. Why did the boy run away to Scotland?
2. What is the meaning of the following lines? What is the ground as hard as?  
Then he found,  
That the ground  
Was as hard...
3. What is the boy comparing all the things in Scotland to?
4. What is the main idea of the poem?
5. In the last stanza of the poem, what do you think the boy wondered?

6. Which of the following is an example of parallelism in the poem?
- a. There was a naughty boy,  
And a naughty boy was he.  
He ran away to Scotland,  
The people there to see –
  - b. That a yard  
Was as long,  
That a song  
Was as merry,  
That a cherry  
Was as red,
  - c. So he stood in his shoes  
And he wondered,  
He wondered,
7. From the poem, find rhyming words for the following words.
- a. see
  - b. yard
  - c. cherry
  - d. red

## Activity 2

Write two rhyming words for each of the following words.

- 1. spot
- 2. fight
- 3. best
- 4. play
- 5. pick

<b>Lesson Title:</b> Revision of Some Literary Devices	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-027	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and make sentences using some literary devices such as parallelism, alliteration, assonance and rhyme.

## Overview

Poems often use literary devices. **Literary devices** are ways of writing that make texts more fun and interesting to read. They help poets express their feelings and help readers use their imagination.

Remember, **parallelism** is a literary device where the grammatical structure of a sentence is repeated in the same sentence or other sentences and stanzas.

Examples:

- The bells are ringing, the glasses are clinking and the people are thinking.
- It is spring and the flowers are blooming. It is spring and I am blooming.

**Alliteration** is a literary device where the first sound of many words is similar in a sentence or a stanza.

Examples:

- So sweet is the scent of summer.
- Alusain ate the apples and apricots.

**Assonance** is when vowel sounds in the beginning or the middle of many words are repeated in a sentence.

Examples:

- I will not let the apples you brought rot when it is hot. (not, rot, hot)
- The four on the shore will hold the boat. (four, shore; hold, boat)

**Rhyme** is similar to assonance. This is when words have the same last vowel and consonant sounds.

Examples:

- I want to **play** in a heap of **hay**.
- The father was **proud** and he cheered **aloud**.

Remember, words with different spellings can also rhyme. You should say the words aloud to see if they rhyme.

Examples:

- sight, height, kite
- rice, eyes, cries

## Practice

### Activity 1

Use parallelism to complete the sentences. Fill each blank with a phrase from the table below.

cutting the grass	I stole	a mother makes a home	then to the station	he told me that he likes the sea
-------------------	---------	--------------------------	------------------------	-------------------------------------

1. A teacher makes a class. \_\_\_\_\_
2. In my days of poverty, I begged, I borrowed, \_\_\_\_\_.
3. I told him that I like the beach. \_\_\_\_\_
4. My brother is washing the car, feeding the chickens, and \_\_\_\_\_
5. Amad wants to go to the museum, then to the factory, then to the market, and \_\_\_\_\_.

### Activity 2

Identify whether the following sentences have alliteration, assonance or rhyme.

1. The President found out about the riots.
2. I poured the piping pot of pepper soup into my pan.
3. Half the horses hate the hay.
4. This is my best friend, who will tend to me till the end.
5. I was looking at the lively lovely lady laughing.
6. A little balm on your arm will do you no harm.
7. The boys use their voices to rejoice their victory.

### Activity 3

Imagine you are writing a poem with rhyming words at the end. For each of these sentences or phrases, write another sentence or phrase. The last words of both sentences or phrases should rhyme.

Example:

The days are **bright**. But peace comes at **night**.

1. My friends and I **play**...
2. Today, it is **sunny**...
3. The man wore a red **coat**...
4. I could not **understand**...
5. My old granny sat in her **chair**...

<b>Lesson Title:</b> Reading of Poems	<b>Theme:</b> Reading, Speaking and Listening
<b>Practice Activity:</b> PHL-08-028	<b>Class:</b> JSS 2



### Learning Outcomes

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

## Overview

Sometimes, when you read a poem, the meaning can be confusing. To understand a poem:

- Read it again aloud.
- Pause wherever you see full stops (.), commas (,), semi colons (;), question marks (?), exclamation marks (!) and dashes (–).
- When reading poems, you don't need to pause at the end of a line unless punctuation tells you to pause.

Example:

I went, I saw the field of flowers  
swaying happily on that lovely day.

Here, you must pause after 'went' but not after 'flowers'. You should read the lines aloud like you would read this sentence – 'I went, I saw the field of flowers swaying happily on that lovely day.'

When you read a poem aloud, you must stress only some words that are important:

- nouns, verbs and adjectives should be stressed.

Example:

**I found a man staring at the beach.**

- Some words – especially prepositions and conjunctions such as 'and', 'till', 'the', 'in', 'from', 'would', 'to', 'but' and 'though' – should not be stressed.

## Practice

### Activity 1

Read the following poem by Christina Rossetti aloud. She was a poet who lived from 1830 to 1894 in England. She mostly wrote romantic poems and poems for children.

#### What is Pink?<sup>1</sup>

By Christina Rossetti

What is pink? A rose is pink  
by the fountain's brink.  
What is red? A poppy's red  
in its barley bed.

What is blue? The sky is blue  
where the clouds float thro'.  
What is white? A swan is white  
sailing in the light.  
What is yellow? Pears are yellow,  
rich and ripe and mellow.  
What is green? The grass is green,  
with small flowers between.  
What is violet? Clouds are violet  
in the summer twilight.  
What is orange? Why, an orange,  
just an orange!

### **Activity 2**

Read the following section of the poem aloud again. Identify the important words to stress such as nouns, verbs and adjectives.

What is white? A swan is white  
sailing in the light.  
What is yellow? Pears are yellow,  
rich and ripe and mellow.  
What is green? The grass is green,  
with small flowers between.

### **Activity 3**

Answer the comprehension questions about the poem.

1. What is the poem mostly about?
2. What is the poet comparing the colours to?
3. According to the poet, what is yellow?
4. Which of the following are examples of alliteration from the poem?
  - a. What is pink?
  - b. barley bed
  - c. What is white?
  - d. rich and ripe
  - e. grass is green
  - f. small flowers between
  - g. clouds are violet

#### **Activity 4**

This poem has many rhyming words. Find two other rhyming words (not from the poem) for the following words.

1. pink
2. red
3. blue
4. white
5. flower
6. small

<b>Lesson Title:</b> Conversations	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-08-029	<b>Class:</b> JSS 2



### Learning Outcomes

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

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

### Overview

When you have a conversation with someone about a topic, you express your feelings or opinions about that topic. When the other person is talking, it is important to listen carefully and speak only after they have finished speaking.

In any conversation, you might agree or disagree with the other person. Here are some ways you can express yourself:

- Yes, I agree with that.
- I feel the same...
- True, my opinion is that...
- I see what you are saying but I feel...
- I disagree...
- I do not think so.
- In my opinion...
- According to me...
- I beg to differ.

Remember, when you are making many points, you can use linking words such as: 'however', 'also', 'moreover', 'besides', 'but', 'although' and 'in addition to'.

### Practice

#### Activity 1

Read the following text on the difference between arranged marriages and love matches. Then select which reasons from the table below support each kind of marriage.

- Arranged marriages are marriages that are arranged by the parents and families of the bride and groom. Usually, the bride and groom do not know each other before the marriage. They might fall in love after they are married. Arranged marriages take place mostly in Asian and African countries.



- Love matches are marriages where a couple falls in love and chooses to marry. Their families' permission is not necessary, though many people want their approval. In a love match, the bride and groom can meet in different situations. They might meet through college, work or friends. Love marriages are more common in western cultures than in Asia and Africa.

Reasons to support these marriages:

1. The bride and groom already know that they like each other and get along.
2. The families make sure that they get along.
3. Both families can decide if their child will be happy with the other family.
4. Parents understand what the bride and groom need in a partner.
5. The bride and groom understand the person that they are going to live with.
6. The bride and groom are adults who can make their own decisions.

## Activity 2

Use the reasons in the table above to have a conversation about both kinds of marriages with a family member or friend. You should think about the advantages and disadvantages for each type of marriage and give reasons of your own as well. Remember to speak clearly.

Examples:

- Arranged marriages are marriages that are arranged by the parents and families of the bride and groom. **In my opinion**, this is good **because** the families make sure that the bride and groom have similar families and interests. **I would love to know your views about this.**
- Love matches are marriages in which a couple falls in love and decides to get married. **According to me**, this is good **because** adults should get to decide who they want to spend their lives with. **What do you think about this?**

<b>Lesson Title:</b> Conversations (Continuation)	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-08-030	<b>Class:</b> JSS 2



### Learning Outcomes

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

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

### Overview

When you have a conversation with somebody, remember to keep the following things in mind:

- Speak clearly.
- Before speaking, wait for the other person to finish speaking.
- When replying to the other person, mention what you think of their opinion.

These are some phrases you can use in a discussion:

- Yes, I agree with that.
- I feel the same...
- True, my opinion is that...
- I see what you are saying but I feel...
- No way!
- I disagree...
- I do not think so.
- In my opinion...
- According to me...
- Do you really think...?
- Why do you feel that...?

Remember, when you are making many points, you can use linking words such as: 'however', 'also', 'moreover', 'besides', 'but', 'although' and 'In addition to'.

## Practice

### Activity 1

Write two reasons why you might would agree or disagree with each of the following statements:

1. After marriage, a woman should stay at home.
2. You will be happier if you stay single or unmarried.

### Activity 2

Using your ideas from Activity 1, discuss the topics with a friend or family member. Remember to listen carefully to what they are saying and reply. Try to include points that agree and disagree with the topics.

Example conversation:

You: I think women should not stay at home after marriage. Instead, they should work and earn. What do you think about that?

Your mother: Earning is important, but who will take care of the children and the rest of the family?

You: I understand your concern. However, can't both parents share the duty of taking care of the children?

### Activity 3

Read the following conversation aloud with the help of a family member or friend. Remember to speak clearly and with expression.

Isata: I think divorce is a horrible thing. How do you feel about it?

Abu: Well, can you first tell me why you think it is horrible?

Isata: Of course! One of my friends' parents recently got a divorce. My friend is very upset. I think divorce is bad for the family.

Abu: I feel sorry for your friend. But sometimes divorce is necessary. If the couple keeps fighting, then that would also upset the whole family.

Isata: Well... yes, that is true. But I also argue and fight with my family. However, I do not leave them. Sometimes, I do not talk to them. But in the end, the fights are resolved.

Abu: Perhaps it is different for a husband and wife. I feel that people should try their best to stay in a marriage and resolve fights. But if it does not work, then divorce is an option.

Isata: I agree! Divorce should be an option only if the couple has tried everything but still has problems in their marriage.

<b>Lesson Title:</b> Synonyms	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-031	<b>Class:</b> JSS 2



### Learning Outcomes

By the end of the lesson, you will be able to identify synonyms of words in sentences.

### Overview

**Synonyms** are words that have similar or the same meanings.

Examples:

- Bored, fed up, disinterested
- Beautiful, lovely, wonderful
- Big, large, huge

Sometimes, you may have to substitute a word in a sentence with a synonym. Remember to use a word that does not change the meaning of the sentence.

Example:

Sentence: My mother is very **sweet**.

Correct synonym: My mother is very **nice**.

Incorrect synonym: My mother is very **sugary**.

Though 'sugary' also means 'sweet', it does not make sense in this sentence. So it cannot replace 'sweet' in this sentence.

### Practice

#### Activity 1

Identify a synonym for the words in **bold** in the following sentences from the options in the table.

love	odd	noisy	terrible
quit	enjoy	risky	pouch

1. I **like** playing cards.
2. The children playing outside are very **loud**.
3. Hassan has an **awful** cold.
4. There is another route, but it is **dangerous**.
5. Do you have a little **bag** I can put my pens in?
6. I absolutely **adore** my grandmother.
7. I have decided to **leave** my job.
8. There is a **strange** smell coming from the kitchen.

## Activity 2

Identify a synonym for each of these words below.

1. unhappy
2. wrong
3. neat
4. see
5. find
6. interesting
7. great

## Activity 3

Choose a synonym for the words in **bold** from the options in brackets.

1. I will remember my school **forever**. (always/fondly)
2. My mother **bought** some spoons today. (purchased/ borrowed)
3. Have you **answered** your cousin's letter yet? (explained/replied to)
4. I will write a **short** essay about my family. (brief/long)
5. After sleeping, a person looks **calm**. (sad/peaceful)
6. My brother is **mad** at you for not taking his phone calls. (crazy/ angry)
7. I love listening to old **stories** my grandmother tells me. (tales/ facts)

<b>Lesson Title:</b> Semi-Formal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-032	<b>Class:</b> JSS 2



### **Learning Outcome**

By the end of the lesson, you will be able to introduce and write the features or format of a semi-formal letter.

## **Overview**

A **semi-formal letter** is a letter that is not too informal or formal. It is written to people who you do not know very well or people who you need to write to respectfully. This is usually someone older than you, such as an older relative or a teacher.

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

- address
- date
- salutation/greeting
- introduction
- body
- ending
- closing (Yours sincerely/With best wishes)
- your signature/name

## **Practice**

### **Activity 1**

Use the following outline to plan and write the main ideas for a semi-formal letter on the following topic: Write to the headmaster, Mr Sesay, requesting that Favour be allowed to leave school three days before the end of the term to enter an education competition.

	<u>(Your address)</u> _____
	<u>(Date)</u> _____
<u>(Salutation: Dear Mr, Dear Ms),</u>	
<u>(Introduction)</u> _____	
<u>(Body)</u>	
<u>Main idea 1:</u> _____	
<u>Main idea 2:</u> _____	
<u>Main idea 3</u> _____	
<u>(Ending)</u> _____	
	<u>Yours sincerely,</u> <u>(Your name)</u>

## Activity 2

Check your outline to make sure that you have included the following:

- your address
- the date of writing the letter
- a salutation/greeting
- an introduction that explains why you are writing
- a body that makes the request with reasons
- a closing
- your name/signature

<b>Lesson Title:</b> Writing a Semi-Formal Letter	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-033	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Develop the format of a semi-formal letter.
2. Discuss the difference between informal and semi-formal letters.

### Overview

A **semi-formal** letter is different from an informal letter. It is written to someone you know but still need to write to respectfully. A semi-formal letter does not contain any slang words or casual language.

Examples:

- Incorrect: Hey, how've you been?  
Correct: I hope you have been well.
- Incorrect: I want you to reply to me.  
Correct: I hope you will reply to me/ I look forward to your reply.
- Incorrect: Please, please allow me to take leave that day.  
Correct: I request you to please allow me to take leave that day.

### Practice

#### Activity 1

Identify whether each of the following sentences belong in an informal or a semi-formal letter.

1. How're you doing?
2. I hope you have been well.
3. I have been quite busy with my exam preparations.
4. You have no idea how busy I've been.
5. What do you think? What should I do?
6. I would love to know your opinion about this.
7. I hope to hear back from you.
8. I'll wait for your reply.

#### Activity 2

Use the main ideas from the outline completed in the previous lesson to finish writing the semi-formal letter . Write a letter to the headmaster, Mr Sesay, requesting that Favour be allowed to leave school three days before the end of the term to enter an education competition.



### Activity 3

Check your letter to make sure that you have included the following:

- your address
- the date of writing the letter
- a salutation/greeting
- an introduction that explains why you are writing
- a body that makes the request, with reasons
- a closing
- your name/signature
- correct spelling, punctuation and grammar
- semi-formal language

<b>Lesson Title:</b> Writing a Semi-Formal Letter (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-034	<b>Class:</b> JSS 2



### Learning Outcomes

By the end of the lesson, you will be able to develop a paragraph in a semi-formal letter.

## Overview

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

- Address
- Date
- Salutation/greeting
- Introduction
- Body
- Ending
- Closing (Yours sincerely/ With best wishes)
- Signature

When you write a semi-formal letter, you must remember to use punctuation correctly. Here are a few points to remember:

- End all sentences with periods/full stops.
- Use commas where needed.
- Start new sentences with uppercase letters.
- Start all proper nouns with uppercase letters. Examples: Mr Sesay, Ms Bangura.

It is also important to remember to start a new paragraph when you are shifting from one idea to the next.

## Practice

### Activity 1

Rewrite the following sentences with correct punctuation.

1. i have been unwell so I could not come to school
2. do you think you could give me more time to complete my project
3. mr bayoh please help me
4. as per your instruction I have submitted my work
5. please let me know what you think

## Activity 2

Use the following outline to write a semi-formal letter. Write at least one paragraph for the body of the letter. The topic of the letter is: You want to use the community playground for an informal football match with your friends. Write to your community leader asking him/her to let you use the playground.

	<u>(Your address)</u> _____
	<u>(Date)</u> _____
<u>Salutation (Dear Mr/ Dear Ms),</u>	
<u>Introduction:</u> _____	
<u>Body:</u>	
<u>Main Idea 1:</u> _____	
<u>Main Idea 2:</u> _____	
<u>Main Idea 3</u> _____	
<u>Ending</u> _____	
	<u>Yours sincerely,</u> <u>(Your name)</u>

## Activity 3

Check your letter to see if you have included the following:

- Your address
- The date of writing the letter
- A salutation/greeting
- An introduction that explains why you are writing
- A body that makes the request, with reasons
- A closing
- Your name/signature
- Correct spelling, punctuation and grammar
- Semi-formal language

<b>Lesson Title:</b> Drama	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-035	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to interpret the main ideas and characters from the selected text.

## Overview

A **drama** or a play has one or more characters. **Characters** are the people in the drama. When you think about and understand the characters, you can understand a drama better. When you read a drama, you find out about the character based on what they say and do. Then you can interpret what they are like.

A conversation between characters in a drama is called a **dialogue**.

## Practice

### Activity 1

Read the following scene from a play and then answer the comprehension questions in full sentences.

#### Bored People

- Fatu: I'm bored.
- Amadu: You're always bored. You should find a hobby, something that you're interested in, something you're passionate about.
- Fatu: I'm not interested in anything. I don't find anything exciting – it's all so dull.
- Amadu: How can you say that? The world is such a fascinating place. There's so much to see and do.
- Hassanatou: I know, let's go to the park.
- Amadu: Good idea. Or we can go to that new cafe in town and meet up with our friends.
- Hassanatou: Let's go to the park. I love the park. I love the green grass and the fresh air. I love the feeling that you're in the countryside and you can breathe clean, unpolluted air.
- Fatu: The park's boring. There's absolutely nothing to do in the park.
- Amadu: What are you talking about? We can walk, watch the people go by, sit and chat about what's happening in the world.
- Hassanatou: Yes, and we can lie under the trees in the cool and the shade gazing at the clouds in the sky. Do you remember that poem we studied by William Wordsworth? '...I wandered lonely as a cloud, that floats on high...'

- Amadu: I really enjoy studying poetry at school. I try and write poems sometimes, but they aren't very good. I'm not very good at using those literary terms we studied. I don't really understand them. What are they again?
- Hassanatou: You mean metaphors or similes?
- Amadu: Yes, that's it. You're a genius. I don't know how you manage to remember it all.
- Fatu: Poetry is boring too. I don't like poetry!
- Hassanatou: My mother always says, 'bored people are boring'! Come on, Amadu! Let's go to the park.
- Fatu: That's it. I'm going home to sleep! You go to the park if you want but count me out!

### Comprehension Questions

1. Who are the characters of this play?
2. What does Amadu want to do?
3. What can you tell about Hassanatou based on this play?
4. Which two people get along most with each other? How can you tell?
5. Read this dialogue again: 'My mother always says, "bored people are boring"! Based on this, what do you think Hassanatou thinks about Fatu?
6. What do you think Amadu likes to do?
7. Which character are you most like? Why? Which character do you like most?

### Activity 2

Identify synonyms for each of the following words from the play.

1. activity
2. enthusiastic
3. interesting
4. clean
5. looking
6. clever

### Activity 3

Practise reading the play with your family or friends. Remember to act and speak like the character you role-play.

<b>Lesson Title:</b> Antonyms	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-036	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify words that are opposite in meaning.

## Overview

**Antonyms** are words that have opposite meanings.

Examples:

tall – short; big – small; young – old

Some antonyms are made by adding a **prefix** (a few letters before a word) or a **suffix** (a few letters after a word). Look at the examples below:

Word	Antonym
careful	<b>careless</b>
necessary	<b>unnecessary</b>
interested	<b>disinterested</b>
fold	<b>unfold</b>

## Practice

### Activity 1

Read the following text and identify antonyms for all of the words in **bold**.

#### Our Mean Brother

My **least** favourite relative would have to be my **older** cousin brother, Saidu. Just because he is **strong**, he is **mean** to all the younger cousins. All of us **dislike** him. Sometimes, he steals our younger sisters' toys just because they are weak compared to him. Once, he even ruined my homework.

I remember asking my mother, 'Why does he **hate** us so much?' My mother sat me down and told me, 'Saidu's mother died when he was only five years old. She was a lovely woman who was very kind. His father is also poor, works very hard and is always busy. All Saidu needs is some love, especially from family.'

I thought about this and came up with a plan with my cousins. We each gathered one of our favourite things and put them into a basket. We also wrote on a card about what we like about him the most. Then, on New Year's Eve, we gave this basket to him. He could not believe it! His behaviour changed after that. Of course, he still troubles us every now and then but he also helps us and supports us when we need him.

## Activity 2

Read the list of words in the first column. Select their antonyms from the second column.

First Column	Second Column
sweet	Soft
beautiful	Ugly
real	Quiet
loud	Bitter
hard	Fake

## Activity 3

Read the list of words below and identify their antonyms from the given options.

1. active
  - a. disactive
  - b. inactive
  - c. unactive
2. friendly
  - a. unfriendly
  - b. disfriendly
  - c. infriendly
3. approve
  - a. unapproved
  - b. disapprove
  - c. approveless
4. sane
  - a. insane
  - b. unsane
  - c. saneless
5. sure
  - a. insure
  - b. assure
  - c. unsure
6. agree
  - a. agreeless
  - b. unagree
  - c. disagree

<b>Lesson Title:</b> Antonyms (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-037	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and suggest words that are opposite in meaning to words in sentences.

## Overview

**Antonyms** are words that are opposite in meaning. Antonyms can be made in two ways.

- They can be completely different words. Examples: kind – mean; rough – smooth
- The base word remains the same but letters are added before (prefix) or after (suffix) the words. Examples: helpful – helpless; kind – unkind; engage – disengage

When you are trying to identify antonyms in a text, make sure that the antonym is the opposite of what that word means in that text.

For example, the word ‘hard’ has two meanings:

- This table is **hard**.  
The table cannot be broken easily. So, the antonym will be ‘soft’.
- This exam is **hard**.  
This means that the exam is difficult. So the antonym will be ‘easy’.

## Practice

### Activity 1

Fill in the blanks in the following sentences with an appropriate antonym of the words in **bold**.

1. My brother likes to ride the bicycle **fast** but I enjoy riding it \_\_\_\_\_.
2. As a child, the **bold** president used to be \_\_\_\_\_.
3. Our teacher told us to sit in **separate** benches as we always sit \_\_\_\_\_ otherwise.
4. I think this Mathematics problem is too **complex** for me. Can't you give me something \_\_\_\_\_ to solve?
5. When I bought this shirt months ago, it was **bright**. Now it is \_\_\_\_\_ thanks to all the dirt it has gathered in the playground.
6. I am surprised that Foday, who was **regular** in attendance, is now quite \_\_\_\_\_.



## Activity 2

Select the correct antonym for the following words from the options given.

1. question  
a. answer b. doubt
2. create  
a. destroy b. throw
3. minimum  
a. plenty b. maximum
4. polite  
a. rude b. shy
5. profit  
a. rich b. loss

## Activity 3

Rewrite the following sentences by replacing the words in **bold** with their antonyms. The meaning of the sentence should change.

1. When she heard his story, she could not stop **laughing**.
2. I cannot believe that I **lost** my favourite dress!
3. All the older children should sit at the **back** of the bus.
4. The watchman is **locking** the door to the main hall.
5. The colour that Unama is wearing is quite **rare**.
6. As a child, Amina was very **playful**.

<b>Lesson Title:</b> Revision of Synonyms and Antonyms	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-038	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Identify words nearest in meaning to words in a piece of text.
2. Identify and suggest words that are opposite in meaning in sentences.

### Overview

**Synonyms** are words that have the same or similar meanings.

Examples: noisy – loud; cruel – mean; lovely – beautiful

**Antonyms** are words that have the opposite meanings.

Examples: loud – quiet; uphill – downhill; light – dark

Sometimes, one word can have more than one meaning. So, if you are looking for the synonym or antonym of a word, it is important to first identify the word's meaning in that sentence or text.

### Practice

#### Activity 1

Identify whether the following word pairs are synonyms or antonyms.

1. crazy – insane
2. enormous – tiny
3. delight – upset
4. extremely – very
5. sorry – apologetic
6. lively – dull
7. ask – demand
8. common – unique

#### Activity 2

Read the following sentences and write a synonym for the words in **bold**.

1. My **aim** is to do an engineering degree and become a mechanical engineer.
2. Which name do you **respond** to?
3. **Furious**, the king sent the robber to jail.
4. I would like to **inquire** about the fee for this workshop.
5. Please be **cautious** as the floor is slippery and you could fall.
6. I have **modified** this recipe a little bit according to my taste.

7. A pupil needs the teacher's **consent** before leaving the classroom.
8. In order to paint, you **require** paintbrushes.
9. The mechanic **repaired** our car.
10. The charity **provides** food for the poor.

### Activity 3

Read the following sentences and write an antonym for the words in **bold**.

1. It was 10pm when Mr Kamara **arrived** home.
2. I find festivals very **exciting**.
3. I dislike him a lot because he is my **rival**.
4. Please **follow** the group when we go for our picnic.
5. **Modern** science says that milk is good for health.
6. In the other town, they had very **broad** roads.
7. My tutor **discouraged** me in the debate competition.
8. Wow, what a pretty necklace! Was it **expensive**?
9. I feel **miserable** because the summer vacations are over!
10. On Sundays, I usually feel **energetic**.

<b>Lesson Title:</b> Drama (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-039	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to interpret the main ideas and characters from the selected text.

## Overview

A **drama** is a story that is written with characters and dialogues. Remember, characters are the people in the drama and dialogues are the conversations between characters. When you read a drama, you need to be able to interpret the main ideas and understand the characters. One of the most famous playwrights is William Shakespeare, who wrote the play, *The Merchant of Venice*, in the 16<sup>th</sup> century. Venice is in Italy. The play is about a merchant, a person who trades. *The Merchant of Venice* is a romantic comedy. Some dramas are comedies, with happy endings, and others are tragedies, with sad endings.

## Practice

### Activity 1

Read the following dialogues from a scene from *The Merchant of Venice* then answer the comprehension questions in full sentences.

#### The Merchant of Venice<sup>1</sup> By William Shakespeare

Act 1, Scene 3

*Background: Antonio and Bassanio are friends. Bassanio needs some money, three thousand ducats. His friend, Antonio, is a merchant who owns ships and decides to help. Since Antonio is rich, he offers to borrow money for Bassanio from Shylock, a moneylender.*

*Bassanio and Shylock enter.*

Shylock: Three thousand ducats. Well...  
 Bassanio: Yes sir, for three months.  
 Shylock: For three months... Hmm...  
 Bassanio: Which, as I said, Antonio will guarantee to return.

*Shylock strokes his beard thoughtfully.*

Shylock: Three thousand ducats for three months and Antonio will guarantee it?  
 Bassanio: Yes, yes! Will you help us?  
 Shylock: Antonio is a good man...

Bassanio: Yes, he is! Why, have you heard otherwise?  
Shylock (laughing): Oh! No, no! He is financially sound. But his wealth is at risk. One of his ships is going to Tripoli, another to the Indies. Also, I have heard that a third is in Mexico, a fourth sailing for England, and there are several others all over the place.

*Bassanio looks worried.*

Shylock: But never mind, I will accept his guarantee and give him the money.

*Antonio enters.*

*Shylock watches as Bassanio and Antonio meet. Bassanio tells Antonio what he and Shylock have discussed. Shylock feels hatred for Antonio.*

### **Comprehension questions**

1. What are Bassanio and Shylock talking about in this scene?
2. Which character do you think is calmer in this scene, Bassanio or Shylock? How can you tell?
3. Why does Shylock keep saying 'well...' and 'hmm...'?
4. What does Shylock think about Antonio's wealth and ships? Why?
5. What does 'guarantee to return' mean?
6. How does Shylock feel when Antonio enters?
7. What do you think will happen next in the scene?

### **Activity 2**

Write synonyms for the words below from the scene.

1. guarantee
2. strokes
3. otherwise
4. financially
5. wealth
6. risk

### **Activity 3**

With the help of a family member or a friend, practise reading the scene aloud. You can read the speech of one character while your partner can read the other. Remember to speak in a clear voice, with expression.

<b>Lesson Title:</b> Drama (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-040	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to interpret the main ideas from the selected text.

## Overview

When you read a **drama** or a **play**, pay attention to how the characters are speaking and what they are saying. This will help you understand them better and predict what they will do in the future.

Sometimes, the language in old plays, like *The Merchant of Venice*, can be difficult to understand. Try reading the dialogues aloud with expression to understand what is happening. Plays are written like conversations so this will help you to imagine the characters actually talking to each other.

## Practice

### Activity 1

Continue reading Act 1, Scene 3 of *The Merchant of Venice*. Then answer the comprehension questions.

#### The Merchant of Venice<sup>1</sup>

By William Shakespeare

Act 1, Scene 3 (continued)

Background: Antonio and Bassanio are friends. Bassanio needs some money, three thousand ducats. His friend, Antonio, is a merchant who owns ships and decides to help. Since Antonio is rich, he offers to borrow money for Bassanio from Shylock, a moneylender.

*Antonio enters.*

Shylock watches as Bassanio and Antonio meet. Bassanio tells Antonio what he and Shylock have discussed. Shylock feels hatred for Antonio.

Bassanio: Shylock, are you listening?

Shylock: Yes, I am calculating my assets. It will not be a problem for me to get three thousand ducats from somewhere. But for how long...?

Antonio: For three months! Did Bassanio tell you?

Shylock: Three months! Aah yes! Well, and you will guarantee it? That you will return it?

Bassanio and Antonio: Yes, how would you like us to guarantee?

Shylock: Well... Antonio, you see, when someone lends money, they take it back with an interest... with some more money...

Antonio (*getting impatient*): Oh, so you want interest? You want me to return the money with some extra money?

Shylock: Well no. I am just thinking, you have always said bad things about me. Many times, you have made fun of me and insulted me in public. You, who spat on my beard and called me a dog, are now asking for money! Why should I lend money to an enemy?

*Bassanio looks worried.*

Antonio (*angrily*): Yes, you are my enemy and always will be. If that chance came again, I'd spit on you again. But it is better you give the money to an enemy than to a friend. If you give it to a friend, then you cannot charge an interest or make a profit. But if you lend money to an enemy, and they fail to return it on time, you can penalise them without feeling bad.

Shylock: Ah! But I want to make friends with you! Why be my enemy? I will lend you the money. But without any interest!

Bassanio: Haha! This is kindness!

Shylock: And I will prove it is kindness! Come with a lawyer to sign our deal.  
 And for guarantee – just for fun – if you do not repay me such and such amount by such and such date, let the contract say that I will take one pound of flesh from your body from whichever part I choose then!

Antonio: Agreed. I will sign such a contract!

Bassanio: No, Antonio! Do not sign such a contract!

Antonio: Do not worry, I will surely get that money back in two months.

### Comprehension questions

1. Who are the characters in this scene?
2. What do Antonio and Bassanio want from Shylock?
3. What kind of guarantee do Antonio and Bassanio think Shylock wants?
4. Why do you think Shylock is not sure about giving Antonio the money?
5. How does Antonio convince Shylock to give the money even though they are not friends?
6. What guarantee does Shylock want from Antonio in the end?
7. Does Bassanio feel good about this contract? How can you tell?

## Activity 2

Below are some words and terms from the scene. Match the words in Column A with their meanings from Column B.

Column A	Column B
1. penalise	a. extra money paid by a person borrowing money
2. interest	b. a promise
3. guarantee	c. a deal in which everyone borrowing and lending money signs and agrees on the terms
4. contract	d. to give something to someone for some time
5. lend	e. to punish/make a person pay extra for not paying on time
6. repay	f. to return someone's money

## Activity 3

With the help of a family member or a friend, practise reading the scene aloud. You read the words of one character while your partner can read the others. Remember to speak in a clear voice with expression.



<b>Lesson Title:</b> Possessive Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-041	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and use possessive pronouns in sentences.

## Overview

**Possessive pronouns** are used to tell us who something belongs to. They are used to replace the noun in a sentence. They usually come after a noun in a sentence (noun + is/are + possessive pronoun).

Examples:

- Sentence without possessive pronoun: This book belongs to Amina. This book is Amina's.
- Sentence with possessive pronoun: This book belongs to Amina. This book is **hers**.

Other examples of possessive pronouns:

- This bicycle is **his**.
- This house is **theirs**.
- These clothes are **mine**.
- Is this pen **yours**?

Possessive pronouns are different from possessive adjectives. **Possessive adjectives** come before the noun in a sentence and describe the noun (possessive adjective + noun).

Examples:

- This is **his** bicycle.
- **Her** dress is longer.
- **Our** school is big.

## Practice

### Activity 1

Identify the possessive pronouns in the following sentences.

1. The lady said that the house was hers and she would decide who to sell it to.
2. Do not take that jacket – it is mine!
3. Which of these answer sheets is yours?
4. Bintu is absent in class today. Do you know which of these exercise books is hers?
5. This school is ours and we must look after it.

## Activity 2

Read the following sentences and fill in the blanks with appropriate possessive pronouns.

1. My mother bought this new set of colour pencils. They are \_\_\_\_\_.
2. We will let the grandparents decide what to do with their old bedroom. After all, it is \_\_\_\_\_.
3. Abdul is fighting with Hassan over that toy. Abdul thinks it is \_\_\_\_\_.
4. We made these baskets from straw. They are \_\_\_\_\_.
5. You have to tell the teacher that you came up with this great idea! It is \_\_\_\_\_!

## Activity 3

Correct the possessive pronouns in the following paragraph.

One day, Juana brought a new doll to school. She had made it herself with wool. That doll was her. In the lunch break all the pupils went out to play in the ground nearby. It is not in our school compound but it is still our. When we returned, Juana could not find the doll that was her. She saw two boys playing with it and tearing it apart. When Juana begged them to return it, they refused saying that doll was their. Juana cried and pleaded. She said, 'How would you feel if I destroyed something that was your?' The boys wanted her to stop crying so they returned the doll.

<b>Lesson Title:</b> Possessive Pronouns (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-042	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and use possessive pronouns that stand alone in sentences.

### Overview

**Possessive pronouns** are used to tell us who something belongs to. They are used to replace the noun in a sentence. This is how sentences with possessive pronouns are formed: noun + is/are + possessive pronoun

Examples:

- This classroom is **ours**.
- That cupboard is **theirs**.

The table below shows how sentences are formed using possessive adjectives and possessive pronouns.

Sentence with Noun	Possessive Adjective	Possessive Pronoun
This spoon belongs to me.	This is <b>my</b> spoon.	This spoon is <b>mine</b> .
This is the Kamaras' spoon.	This is <b>their</b> spoon.	This spoon is <b>theirs</b> .

### Practice

#### Activity 1

Identify whether the words in **bold** are possessive pronouns or possessive adjectives.

1. We cannot play here. This is **their** garden.
2. The group that performed the dance is **ours**.
3. What's **mine** is yours.
4. I am too tall to fit into **your** dress.
5. That water bottle is **his**.

#### Activity 2

Rewrite the following sentences using possessive pronouns.

Example:

This is my room.

Answer: This room is **mine**.

1. The blue shirt belongs to him.
2. The car parked over there is their car.
3. This is our family photograph.
4. Is that your baby sister?
5. This is her comb. Return it to her.

### Activity 3

Make five sentences containing one noun and one possessive pronoun from the list below.

pencil	mine
dog	his
mat	hers
children	theirs
ball	yours

<b>Lesson Title:</b> Compositions	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-043	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify different types of compositions.

## Overview

A **composition** is a piece of writing. An essay, a story, a poem and a play are all examples of a composition.

A **title** is the name you give a composition. It should be related to the main idea. You should try to make it interesting so that the readers will want to read the composition.

A composition usually has several paragraphs. Each paragraph has its own main idea. However, the paragraphs are also linked to each other.

There are different types of compositions. They all have their own formats. Some compositions are written using the writer's imagination.

Examples:

- story
- play
- narrative essay

Other compositions are based on real events around you.

Examples:

- factual description
- report on a class trip
- letter

## Practice

### Activity 1

The table below contains one or two sentences from different types of compositions. Match the sentences with the type of composition they belong to from the list.

Types of compositions:

- letter
- story
- science experiment
- text message
- speech
- class trip report
- film review

	<b>Example Sentences</b>
1.	Good afternoon to everyone here! Today, we have gathered to discuss the plan to clean our school.
2.	The researchers found that people who ate less fruits were more likely to fall ill.
3.	The pupils visited the factory where sugar is made.
4.	I hope you are well. I am writing to ask for your opinion on a serious matter.
5.	There was once a man named Khalid, who loved eating food.
6.	I will see you at the bus park at 5pm.
7.	This was the actor's best performance in years.

### **Activity 2**

Using the list of types of compositions from Activity 1, write an example sentence that would belong in each of them.

Example:

- Sentence from a speech: I ask all of you standing here to join me to make this school a better place.

### **Activity 3**

Identify whether the following statements are true or false.

1. The title of a composition is not very important.
2. The paragraphs in a composition should be well connected.
3. A story is based on real events that happen around you.
4. Letters are compositions you write to specific people.
5. A science report can have informal and casual language.
6. A text message should always have short forms and wrong spellings.
7. A class trip report is usually written in the past tense.

<b>Lesson Title:</b> Composition – Descriptive Writing	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-08-044	<b>Class:</b> JSS 2



**Learning Outcome**

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

**Overview**

A **descriptive composition** describes something for the reader. It can be a thing, an event or an experience you had. A descriptive composition will help the reader paint a picture in their mind. To do this, you need to use a lot of interesting descriptive words, details and vocabulary. To describe something, think about how your five senses felt – how did it look, smell, sound, feel and taste?

A descriptive composition has three main parts:

- Introduction: Introduce the subject to get the reader’s attention.
- Main body: Describe important aspects of the topic using lots of adjectives and adverbs.
- Conclusion: Finish with your thoughts or suggestions on the topic.

**Practice**

**Activity 1**

In the lesson, you thought about and discussed how to describe a thing that you made yourself. It could be something from a handicrafts lesson, something you cooked or built at home, or something you drew or painted. Now, use the table below to think of interesting adjectives and descriptive words for your composition.

<b>See</b>	<b>Hear</b>	<b>Smell</b>	<b>Taste</b>	<b>Touch</b>
Example words: beautiful, bright				

## Activity 2

With the help of the descriptive words, organise your main ideas for a descriptive composition using the outline below.

### Outline for Descriptive Composition

Title:
Introduction: What is the composition about? What is most interesting thing about what you made?
Main body: (use descriptive words) <ul style="list-style-type: none"><li>• Describe how you made it.</li><li>• Describe how you felt.</li><li>• Describe how it looks.</li></ul>
Conclusion: What are your final thoughts? What would you improve?

## Activity 3

Using the outline, describe the item to a family member or a friend.



<b>Lesson Title:</b> Revision of Possessive Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-045	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to revise possessive adjectives that are used before nouns and possessive pronouns that stand alone.

## Overview

**Possessive pronouns** are pronouns that describe things that belong to people. Like other pronouns, they replace the noun in a sentence. They usually come after a noun in a sentence  
Examples:

- That toy is **mine**.
- That old building is **theirs**.

Possessive adjectives describe the noun. They come before the noun in a sentence. Examples:

- That is **my** toy.
- That is **their** old building.

## Practice

### Activity 1

Identify whether the words in **bold** are possessive pronouns or possessive adjectives.

1. You have to look at the board and check **your** answers.
2. Please check that the answer sheets you have are **yours**.
3. Sulaiman recognised that that was **his** cat.
4. I want to eat **my** dinner.
5. The farm by the river is **ours**.

### Activity 2

Rewrite the following sentences with possessive pronouns.

Example:

- This is **my** blanket.  
Answer: This blanket is **mine**.

1. This is my work.
2. These are your paintings.
3. Are those her crayons?
4. Is that his mother?
5. These bags belong to them.
6. These are our walls.

### Activity 3

Rewrite these sentences using possessive adjectives.

Example:

- This bottle is **mine**.

Answer: This is **my** bottle.

1. This electrician is theirs.
2. The water in the rivers is ours.
3. That glass belongs to her.
4. That ticket is mine.
5. This watch is his.

<b>Lesson Title:</b> Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-046	<b>Class:</b> JSS 2



### Learning Outcome

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

## Overview

**Proper nouns** are names of people, places and things. Examples: Fatmata, Amadu, Sierra Leone, Africa, Njala University, Coca-Cola.

**Proper adjectives** describe nouns and other pronouns. They are formed from proper nouns. To make a proper adjective, we often add endings such as 'an', 'ian', 'ish', 'ese', 'ch', 'sh' or 'l' to a proper noun. Proper adjectives always start with an uppercase letter.

Examples:

- He is a **Sierra Leonean** citizen.
- She is a **Chinese** woman.
- You can get a **Swedish** massage here.

Proper adjectives also include things like specific brands of products.

Examples:

- This is a **Sony** television.
- Would you like a **Coca-Cola** drink?

Sometimes, the spelling of the proper noun changes almost completely. For example: a person from the Netherlands is Dutch.

## Practice

### Activity 1

Identify the proper adjectives in the following sentences.

1. Many countries used to be ruled by the British in the 19<sup>th</sup> century.
2. Abdul Idrissu is a famous Ghanaian sportsman.
3. My mother is a Spanish woman.
4. The king wanted to marry a Nigerian princess.
5. Many people in India follow the Hindu religion.

## Activity 2

Fill in the blanks in the sentences with proper adjectives from the table below.

Liberian	Israeli	French	Shakespearean
Egyptian	Mexican	Congolese	

1. I like the food from Mexico. We should go to a \_\_\_\_\_ restaurant today.
2. These clothes were made in Liberia. They are sold by a \_\_\_\_\_ company.
3. These planes were made in Israel. They are \_\_\_\_\_ planes.
4. This cake is famous in France. It is a \_\_\_\_\_ cake.
5. This businessman is from Congo. He is \_\_\_\_\_ .
6. The pyramids were constructed in Egypt. They are \_\_\_\_\_.
7. This play was written by William Shakespeare. It is a \_\_\_\_\_ play.

## Activity 3

Change the following proper nouns into proper adjectives.

1. Russia
2. India
3. South Africa
4. Europe
5. Portugal
6. America

<b>Lesson Title:</b> Positive and Comparative Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-047	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify and compare positive and comparative adjectives in sentences.

## Overview

**Adjectives** are words that describe nouns and pronouns.

Examples:

- I have a **blue** bicycle.
- That is a **tall** tree.

The above are examples of the **positive** form of adjectives. Sometimes, we need to compare two people or things. For this, we use the **comparative** form of the adjectives. Comparative adjectives can be formed in two ways:

- by adding 'er' after the adjective. If the adjective ends in 'y', change the 'y' to 'i'. If the adjective ends in consonant-vowel-consonant, double the final consonant. Examples:
  - This flower is **prettier** than that flower. (change 'y' to 'i' + 'er')
  - Today is a **hotter** day than yesterday. (consonant-vowel-consonant + extra consonant + 'er')
  - The blue bag is **smaller** than the white bag. (+ 'er')
- by adding 'more' before the adjective. This is usually done for adjectives with more than two syllables.

Examples:

- Juliet is **more tired** than I am.
- This assignment is **more important** than the other assignment.

## Practice

### Activity 1

Identify whether the adjectives in bold are positive or comparative.

1. Bintu's handwriting is **neater** than Amina's.
2. Kaday is a **quiet** girl.
3. This story is **more interesting** than the previous story.
4. My house is **closer** than your house.
5. This fruit is very **bitter**.

## Activity 2

Use the correct form of the adjective in the brackets to complete each sentence.

Example:

- My house is \_\_\_\_\_ than your house. (small)

Answer: My house is smaller than your house.

1. My brother is \_\_\_\_\_ than your brother. (old)
2. The essay you wrote is \_\_\_\_\_. (excellent)
3. My voice is loud but yours is even \_\_\_\_\_. (loud)
4. This pen is \_\_\_\_\_ than the pen you have right now. (expensive)
5. Smoking is a \_\_\_\_\_ habit. (harmful)
6. Smoking is a \_\_\_\_\_ habit than sleeping too much. (harmful)
7. The roof of this house is \_\_\_\_\_ than that house. (high)
8. My skin is \_\_\_\_\_ in the summer than in the winter. (smooth)

## Activity 3

Give the comparative form of each of the following adjectives.

1. polite
2. dark
3. loose
4. scary
5. slow
6. careful
7. difficult
8. sweet

<b>Lesson Title:</b> Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-08-048	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to use comparative and superlative adjectives in sentences.

## Overview

**Comparative adjectives** compare two things. **Superlative adjectives** compare more than two things.

**Comparative adjectives** can be formed in two ways:

- by adding 'er' after the adjective. If the adjective ends in 'y', change the 'y' to 'i'. If the adjective ends consonant-vowel-consonant, double the final consonant. Examples:
  - This flower is **prettier** than that flower. (adjective 'pretty' ends in 'y')
  - Today is a **hotter** day than yesterday. (adjective ends in consonant-vowel-consonant)
  - This building is **taller** than that building.
- by adding 'more' before the adjective. This is usually done for adjectives with more than two syllables.

Examples:

- Ali is **more excited** than I am.
- My book is **more interesting** than his.

**Superlative adjectives** are formed by adding either 'most' before the adjective or adding 'est' after the word.

- If a word has one or two syllables, add 'est'.  
Example:  
long, longer, **longest**
- If the word ends in 'y', change the 'y' to 'i'.  
Example:  
tiny, tinier, **tiniest**
- If a word ends in consonant-vowel-consonant, double the last consonant.  
Example:  
big, bigger, **biggest**
- If the word has three or more syllables, add 'most' before the word.  
Example:  
important, more important, **most important**

**Practice**

**Activity 1**

Identify whether the words in bold are comparative or superlative adjectives.

1. The shrub is **shorter** than the other shrub.
2. This is the **most horrible** movie I have ever seen.
3. Today is the **warmest** day of the year.
4. My recipe for the dish is **better** than yours.
5. My school is **farther** than your school.

**Activity 2**

Fill in the table below with the positive, comparative and superlative forms of each adjective. One form of the adjective is already given in each row.

Example:

Positive	Comparative	Superlative
_____	Angrier	_____

The answer:

<u>Angry</u>	Angrier	<u>Angriest</u>
--------------	---------	-----------------

No.	Positive	Comparative	Superlative
1.	cold	_____	_____
2.	_____	dirtier	_____
3.	_____	_____	quickest
4.	_____	more perfect	_____
5.	heavy	_____	_____
6.	_____	more handsome	_____
7.	_____	_____	most exciting

**Activity 3**

Fill in the blanks with the most appropriate form of the adjective given in brackets.

Example: My shirt is \_\_\_\_\_ than yours. (clean)

Answer: My shirt is cleaner than yours.

8. My shirt is the \_\_\_\_\_ of all the shirts. (clean)
9. My mother was \_\_\_\_\_ than my father was. (frustrated)
10. This rice dish is very \_\_\_\_\_. (delicious)
11. This clown is \_\_\_\_\_ than the other clown. (funny)
12. Today is the \_\_\_\_\_ day of summer in our culture. (special)



#### Activity 4

Rewrite the following sentences using the superlative form of the adjective.

Example: My room is **smaller** than yours.

Answer: My room is the **smallest** room.

1. The cheetah is faster than any other animal.
2. My sister is more confused than the other pupil.
3. My business is more successful than your business.
4. This bag is heavier than that bag.
5. This book is more fascinating

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-049	<b>Class:</b> JSS 2



### Learning Outcome

By the end of the lesson, you will be able to identify new words using a dictionary.

## Overview

A **dictionary** is a book that contains the words of a language and their meanings. Dictionaries also mention which parts of speech the words belong to and their pronunciation. You can use a dictionary to find the meanings of words.

For example, take the word 'citizen'. Here is an example of how to look for its meaning:

- Open the dictionary to words starting with 'c'. All the words are organised in alphabetical order.
- After opening to the words with 'c', turn the pages to look for words starting with 'ci'. Since 'i' comes after 'h', 'citizen' will come after words that start with 'ch'.
- After finding the list of words that start with 'ci', look for the list of words starting with 'cit'. Since 't' comes after 's', this list will be after words that start with 'cis'.
- In this way, find the word 'citizen' in the dictionary.
- Read the meaning of the word 'citizen': A member of a country.
- The part of speech is given in abbreviations after the words. Their meanings are:
  - n: noun
  - v: verb
  - adv: adverb
  - adj: adjective

## Practice

### Activity 1

Read the following passage and identify the meanings of the words in **bold** with the help of a dictionary. You can write the meaning in your own words too.

#### Jellyfish

Jellyfish are **marine** animals that have lived in oceans for millions of years. Though they are called 'jellyfish', they are not really a kind of fish. They are **invertebrates**, that is, they have no **spine**. They have an opening in their body with which they eat and **expel** waste. Jellyfish eat other sea animals such as fish and crabs. They have **tentacles** on their body to **sting** their enemy or other fish. The sting helps **paralyse** their **prey** before they eat them. Jellyfish move by **squirting** water from their bodies. This water **propels** their body forward.

## Activity 2

After finding out the meaning of the new words, answer the comprehension questions in your own words.

1. What are marine animals? Are jellyfish marine animals?
2. Do jellyfish have a backbone? Which word from the passage gives you a clue to the answer?
3. Which two things do jellyfish use the opening in their body for?
4. Why do jellyfish sting their prey?
5. How do jellyfish move?

## Activity 3

Identify whether the following words from the passage are nouns, pronouns, verbs or adjectives.

1. lived
2. oceans
3. expel
4. sting
5. they

<b>Lesson Title:</b> Comprehension (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-08-050	<b>Class:</b> JSS 2



### Learning Outcomes

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

1. Identify and underline new words from a selected text.
2. Use a dictionary to look up the meaning of new words.

### Overview

Remember, a **dictionary** is a book that contains all the words of a language and their meanings. All the words in a dictionary are organised in alphabetical order. When you read a passage, you will come across new words. Sometimes, you can guess the meaning of the word with the help of the context clues. **Context clues** are other words in a passage or sentence that help you understand the meaning of unfamiliar words. But sometimes words may be too difficult. If you have a dictionary, you can use it to find the exact meaning of the word.

### Practice

#### Activity 1

Read the following passage and identify the meanings of the words in **bold** using a dictionary.

#### The Olympics

The Olympics is an international sporting event. Thousands of **athletes** from all over the world **participate** in the Olympics. There is a **variety** of competitions that test many **skills** such as running and gymnastics. The Olympic Games were actually **initiated** by the Greek people in 776 BC. At that time, Greek men would race nude. Women were neither **permitted** to watch nor participate.

But in the modern Olympics, which take place every four years, women do participate. A different country **hosts** the Olympics every time. The Olympic Games keep changing. Some sports are added while others are **eliminated**. Some sports played in the Olympics are archery, races, basketball, boxing, cycling, diving, rowing, shooting, swimming and tennis.

The Olympic flag has five **intersecting** rings of different colours. These rings and colours **represent** the five regions of the world coming together – the Americas, Africa, Asia, Australia and Europe.

#### Activity 2

Answer the comprehension questions on the text.

1. What are the Olympics?
2. Who takes part in the Olympics? Which country do they come from?
3. Where are the Olympics held? Are they held in the same place every time?
4. What is the main difference between the old Olympic Games and modern Olympics?
5. What do the five rings in the Olympic flag mean?

### **Activity 3**

Use the following words in a sentence.

1. event
2. participate
3. variety
4. eliminate
5. represent

## Answer Key – JSS 2 Term 1

<b>Lesson Title:</b> Introducing Myself
<b>Practice Activity:</b> PHL-08-001

### Activity 1

Example questions and answers:

- What is your name?  
Answer: My name is Musa.
- How old are you?  
Answer: I am 12 years old.
- Which class are you in?  
Answer: I am in JSS 2.
- What are your hobbies? What do you like to do?  
Answer: I enjoy reading books and playing football.
- What is something you would like to learn?  
Answer: I would like to learn how to play the guitar.

### Activity 2

Example introduction:

Hello, my name is Musa. I am 12 years old. I am in JSS 2 at Roberts Secondary School in Freetown. I have two brothers and a sister. I like reading books and playing football. I would like to learn how to play the guitar because I like music.

<b>Lesson Title:</b> Composition
<b>Practice Activity:</b> PHL-08-002

### Activity 1

Example outline:

My Neighbourhood
Description of the neighbourhood: <ul style="list-style-type: none"><li>• Where I live: A village called Juba, 50 kilometres away from Freetown</li><li>• What my neighbourhood looks like: Near a green forest, in a rural area</li><li>• What kind of buildings and houses are in my neighbourhood: Houses made of mud, straw, stone and cement</li></ul>
Description of neighbours: <ul style="list-style-type: none"><li>• Who are my neighbours: Five other families live near our house</li><li>• How long have I known my neighbours: They have been living here for twenty years</li><li>• Who are my friends: I have three friends who live in my neighbourhood – Nusa, Unisa and Julius</li></ul> What kind of work do my neighbours do: Some are farmers and some are traders
Description of the local community and activities: <ul style="list-style-type: none"><li>• Games I play with my friends in the neighbourhood: My friends and I play football and hide and seek</li></ul>

- Festivals we celebrate in my community: We celebrate naming and wedding ceremonies together
- How we help each other in the community: If we have less rice or chicken, we borrow from each other; we have a banana tree which we share with our neighbours
- Who do we listen to or take advice from in the community: We all ask Mister Jesse for advice. He is 90 years old.

## Activity 2

Example composition:

### We Are Family

I live in a small neighbourhood in a village called Juba. It is 75 kilometres away from Freetown near a beautiful forest. In the middle of the forest, we have our homes. They are made up of mud, straw, stones and cement. My house is made of stones and cement. My grandfather built this house many years ago with his brothers.

The village is big, but there are only five homes in my neighborhood. We know each other very well. All my friends are like brothers and sisters to me. We have been playing together for many years. Most of the parents are farmers. Some are also traders who buy and sell things from Freetown.

It is great living in my neighbourhood. The community is very friendly. If anyone has a problem, they ask Mister Jesse for advice. He is 90 years old and we all call him 'Grandfather'. He comes to all the village ceremonies and festivals. Our community likes to celebrate everything together, like naming ceremonies, weddings and death rituals. We are like a big family.

<b>Lesson Title:</b> Revision of Some Parts of Speech (Nouns)
<b>Practice Activity:</b> PHL-08-003

## Activity 1

1. Kossi, books 2. forgiveness, quality 3. children, party 4. South Africa, people, languages 5. train, track

## Activity 2

1. common noun 2. proper noun 3. proper noun 4. common noun 5. common noun

## Activity 3

1. countable 2. uncountable 3. abstract 4. collective 5. abstract 6. countable

## Activity 4

1. gang 2. bouquet 3. herd 4. band 5. crowd 6. choir

## Activity 5

Example sentences:

1. Anger makes my face turn red.
2. Many people experience loneliness when they live alone.
3. The boy was full of fear when he saw the dog.
4. His relatives have hope that he will recover after the surgery.
5. The pupils went to the match with a lot of enthusiasm.

<b>Lesson Title:</b> Pronouns
<b>Practice Activity:</b> PHL-08-004

**Activity 1**

1. it
2. you
3. her, you
4. themselves
5. they

**Activity 2**

1. object pronoun
2. subject pronoun
3. object pronoun
4. object pronoun
5. subject pronoun

**Activity 3**

1. I have just baked a cake. Now, I am going to eat **it**.
2. Hassan and Osman are always up to some mischief. **They** need to have more discipline; otherwise, none of the teachers will teach **them**.
3. I have a fear of trying new things. I am trying to remove **it**.
4. The gardener has planted new grass in our garden. **It** is growing very rapidly.
5. Remember I told you about my favourite teacher? That lady in the pink dress is **her**.
6. Fatu has a bachelor's degree in commerce. **She** wants to study further and become a chartered accountant.
7. The Sahara Desert is very hot and dry. Very few plants can grow in **it**.
8. My mother and I are going to the city. You can come with **us**.

<b>Lesson Title:</b> Verbs
<b>Practice Activity:</b> PHL-08-005

**Activity 1**

1. found
2. crashed, killing
3. baked
4. must, walk, explained
5. borrowed
6. going on
7. presented, composed
8. looks, wears

**Activity 2**

1. transitive (object — the food)
2. intransitive
3. transitive (object — the book)
4. intransitive
5. intransitive

**Activity 3**

1. Sang: Transitive — She sang her favourite song.  
Intransitive — She sang beautifully.
2. Leave: Transitive — I will leave my daughter in your care.  
Intransitive — After I finish my dinner, I will leave.
3. Write: Transitive — Doris will write a letter.  
Intransitive — Doris writes every day.
4. Drive: Transitive — He is learning to drive a bus.  
Intransitive — He is driving too fast.
5. Teach: Transitive — The tutor will teach you science.  
Intransitive — She will be teaching tomorrow.



<b>Lesson Title:</b> Comprehension Passage
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<b>Practice Activity:</b> PHL-08-006
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**Activity 1**

1. Solomon was a salesman who sold fabrics.
2. Solomon was happy because he had sold all his fabrics and made a good profit.
3. It means that they had been lucky because they had sold all the fabrics.
4. Solomon looked at his son to show him that he should help people.
5. 'Happy hearts' means feeling happy and good. Solomon and Daniel had happy hearts because they had just helped the sugarcane juice seller.

**Activity 2**

Example answers:

1. left
2. productive/useful/good
3. gain/make money
4. sympathy/feel bad for
5. energized/rested

**Activity 3**

1. pronoun
2. verb
3. pronoun
4. noun
5. noun
6. verb

<b>Lesson Title:</b> Reading Comprehension
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<b>Practice Activity:</b> PHL-08-007
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**Activity 1**

1. Mr Bundu decided to start farming to earn money.
2. Mr Bundu got land for the rice field, rice seeds and two labourers.
3. Mr Bundu realised that there was no water supply for his rice field.
4. The water tank and pipeline did not get any water supply.
5. Mr Bundu plans to ask the local authorities to provide a water supply.

**Activity 2**

1. b.
2. b.
3. a.

**Activity 3**

1. rich
2. start
3. problem
4. water
5. ten years

<b>Lesson Title:</b> Verb Tenses
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<b>Practice Activity:</b> PHL-08-008
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**Activity 1**

1. past continuous
2. present perfect
3. simple present
4. simple future
5. simple present
6. past perfect
7. simple past
8. present continuous
9. present continuous
10. simple future

**Activity 2**

1. went – simple past
2. was shopping – past continuous
3. entered – simple past
4. had spotted – past perfect
5. were not looking – past continuous
6. am – simple present
7. have told – present perfect

**Activity 3**

1. The children **were** hungry.
2. I **will knit** a sweater for my child.
3. We **are finishing** our homework.
4. I **was telling** you a story.
5. When you arrived, I **had reached** home.

<b>Lesson Title:</b> The Simple Present Tense
<b>Practice Activity:</b> PHL-08-009

### Activity 1

1. sells
2. speak
3. like
4. moves
5. wants
6. sets

### Activity 2

My grandmother is 85 years old. She cannot see very well. She needs spectacles to see things that are far off. Today, she is cooking my favourite dish because she enjoys cooking. When she was young, she was a teacher. She says that she misses her pupils very much. Many of her past pupils used to come and visit her. Now, they have grown up and moved out of our village. But my grandmother remembers all of them fondly.

### Activity 3

1. needs
2. feeds
3. give
4. wishes
5. likes
6. eat

### Activity 4

1. It **does not rain** in July every year.
2. My sister **does not love** to eat chocolates.
3. I **do not read** my book at night.
4. All wild animals **do not live** in the forest.
5. We **do not leave** at 5am.

**Lesson Title:** Types of Letters (Informal Letters)

**Practice Activity:** PHL-08-010

**Activity 1**

(Your address) 15, Kanubu Street,  
Port Loko

(Date) 12<sup>th</sup> September 2018

(Greeting) Dearest Amadu,

(Introduction) I hope you are well. I am writing to discuss a problem with you.

(Body)

Main Idea 1: I used to play football with my schoolmates after school every day.

Main Idea 2: The examinations are coming close and I want to perform well. So, I do not play these days.

Main Idea 3: Now my friends are angry with me and have stopped talking to me.

(Closing) You are very understanding. Please tell me how to explain the matter to them.

Best wishes,  
Saidu

**Lesson Title:** Features or Format of Informal Letters

**Practice Activity:** PHL-08-011

### Activity 1

Example informal letter:

15, Kanubu Street,  
Port Loko

12<sup>th</sup> September 2018

Dearest Amadu,

I hope you're well and are enjoying senior secondary school. I also hope you're enjoying life in the city. I'm writing to discuss a problem with you. The problem is between my school friends and me.

You might remember that I've always stayed an hour after school to practise and play football with my friends, especially Mustapha, Wenish and Kossi. I've known them since primary school days. That is the best part of my day.

However, now the mid-term examinations are only a few weeks away I feel like I'm not ready, especially in Maths and Social Studies. I need to study hard to prepare, so I've stopped staying after school for football. Instead of being happy for me, my friends are annoyed with me and don't talk to me during school. They've also started excluding me from other plans they make to meet. I tried talking to them but they refuse to listen.

Amadu, you're older and wiser. What's your advice? I can't stop studying. How can I convince my friends to talk to me again? Please help me.

Your friend,  
Saidu

## Activity 2

Example outline of a reply:

	(Your address) 18, Jumaya Street, Freetown
	Date: 16 <sup>th</sup> September 2018
(Greeting) Dearest Saidu,	
(Introduction) Yes, I'm enjoying city life. I'm sorry to hear about your problem.	
(Body)	
Main idea 1: Sometimes, friends can be silly. Maybe they don't understand the importance of studying hard yet.	
Main idea 2: I think you should talk to just one of them separately and explain everything properly.	
Main idea 3: If that doesn't work, you can also write them a letter.	
(Closing) Do not worry too much. I am sure they will forget about this issue soon.	
	Best wishes, Amadu

**Lesson Title:** Features or Format of Informal Letters (Continuation)

**Practice Activity:** PHL-08-012

### Activity 1

Example reply:

<p>18 Jumaya Street, Freetown</p> <p>16<sup>th</sup> September 2018</p>
<p>Dearest Saidu,</p> <p>Yes, I'm enjoying city life. Thanks for asking. I'm sorry to hear about your problem. Yes, I remember those friends of yours. I also played with them sometimes.</p> <p>Don't let this worry you too much. Sometimes friends can be silly. Maybe they think you don't want to spend time with them anymore. Maybe they don't understand the importance of studying hard yet.</p> <p>I have an idea. I think you should talk to one of them separately. Kossi seems to be mature. Talk to him and explain everything properly. If he understands, he'll tell the rest of them. If that doesn't work, you can also write a letter. In that letter, you can explain how important performing well on the examination is for you.</p> <p>Lastly, don't spend too much time thinking about this. Even if they're annoyed with you now, I'm sure they'll forget about this issue soon.</p> <p style="text-align: right;">Best wishes, Amadu</p>

**Lesson Title:** The Simple Past Tense

**Practice Activity:** PHL-08-013

### Activity 1

1. was 2. looked 3. washed 4. won 5. asked

### Activity 2

1. ate 2. decided 3. sat 4. spoke 5. enjoyed

### Activity 3

1. I did not speak to the class teacher about your performance.
2. Amina did not promise to return the book to me.
3. You did not leave my house before sunset.
4. The rabbit did not jump over our garden fence.

5. The taxi did not arrive an hour ago.

#### Activity 4

Example sentences:

1. I saved money to buy new shoes.
2. I broke my pen accidentally.
3. The policeman stopped the speeding car.
4. She wrote a poem about her mother.
5. The gardener cut the grass.

<b>Lesson Title:</b> The Present Continuous Tense
<b>Practice Activity:</b> PHL-08-014

#### Activity 1

1. are waiting 2. is holding 3. is looking 4. is ploughing 5. is asking

#### Activity 2

1. are swimming 2. am searching 3. are exploring 4. is swinging 5. is running

#### Activity 3

Example paragraph:

I **am sitting** at the table **doing** my homework. My **sister is reading** her school textbook. My parents **are talking** to the guests. The guests **are drinking** tea and **eating** biscuits. My grandfather **is lying** on his bed inside the room. Our dog **is looking** for a cat outside. It **is raining** heavily outside. The wind **is howling** and the clouds **are thundering**.

<b>Lesson Title:</b> The Past Continuous Tense
<b>Practice Activity:</b> PHL-08-015

#### Activity 1

1. was buying 2. was feeling 3. were shouting 4. was hiding 5. were asking

#### Activity 2

1. were trying 2. was holding 3. were dancing 4. was plucking 5. was scoring

#### Activity 3

Example sentences:

1. I **was finishing** my homework when my sister **returned** from school.
2. I **was playing** with the baby while my mother **cooked**.
3. I **was eating** when my grandfather **went** to sleep last night.
4. When my father **called** me outside, I **was helping** my mother.
5. While my sister and I **were playing**, the cat **entered** the house.

<b>Lesson Title:</b> Comprehension Passage
<b>Practice Activity:</b> PHL-08-016

**Activity 1**

1. They were in the hospital room because they were both ill.
2. Grandpa Jesse could sit up for some time, but Grandpa Amad could not sit up at all.
3. Grandpa Amad could not sit up, and that is why he could not look out the window.
4. This means that Grandpa Amad's life became interesting and fun for that one hour.
5. Yes, he enjoyed it. Instead of looking at the ceiling above, he would imagine the scene outside.
6. Answers will vary. Example: Perhaps Grandpa Amad will recover and walk outside to see everything for himself. Or perhaps Grandpa Jesse will see something even more interesting out of the window.

**Activity 2**

1. ill
2. allowed
3. describing
4. interesting
5. talking

**Activity 3**

1. noun
2. pronoun
3. verb
4. noun
5. pronoun

<b>Lesson Title:</b> Comprehension Passage
<b>Practice Activity:</b> PHL-08-017

**Activity 1**

1. Grandpa Jesse had been describing what was going on outside in the park and lake.
2. Grandpa Amad wanted to be next to the window to look out at all the wonderful things Grandpa Jesse had described.
3. Grandpa Amad saw only a building wall but no park or lake.
4. The nurse explains that maybe Grandpa Jesse lied to make Grandpa Amad happy and well.
5. I think what Grandpa Jesse did was right. He lied, but he did it for a good reason. He wanted to help Grandpa Amad feel better.

**Activity 2**

Example synonyms:

1. glad
2. roads
3. shocked
4. help/motivate

**Activity 3**

1. simple past
2. simple past
3. past continuous
4. simple past
5. past continuous
6. simple past



<b>Lesson Title:</b> The Simple Future Tense
<b>Practice Activity:</b> PHL-08-018

**Activity 1**

Today, we adopted a dog from the market. It looked injured and we felt pity for it. So, my father and I brought it home. My mother does not know yet as she is visiting a friend. Later tonight, she **will meet** the dog. My father and I cannot think of any good names for the dog. We **will ask** our neighbours for name ideas tomorrow. What's more important is to look after the dog properly. I **shall build** it a small kennel tomorrow with twigs and wood. My sister said that she **will find** a special bowl where we **will keep** his food. Soon he **will start** recognising that that bowl belongs to him.

**Activity 2**

1. will play 2. will visit 3. will solve 4. will start 5. will arrive

**Activity 3**

1. It **will not rain** tomorrow.
2. Musa **will not ask** the teacher some questions.
3. My aunt said that she **will not reach** Freetown tonight.
4. Fatmata **will definitely not enjoy** this music.
5. I **will not participate** in the creative writing contest.

**Activity 4**

1. Yaema **will eat** the salad.
2. Marai **will learn** to play the piano.
3. She **will borrow** a book from the library.
4. **Will** our teacher **give** us a form to fill out?
5. **Will** the fireman **help** the lady in trouble?

<b>Lesson Title:</b> Revision of the Simple Past and Simple Future Tenses
<b>Practice Activity:</b> PHL-08-019

**Activity 1**

1. simple future 2. simple future 3. simple past 4. simple future 5. simple past 6. simple past

**Activity 2**

1. found 2. stopped 3. grew 4. kissed 5. swept

**Activity 3**

1. will/shall request 2. will come 3. will/shall do 4. will offer 5. will/shall jog

**Activity 4**

1. I **will/shall swim** in the pond **this afternoon**.
2. The sky **will look** blue this morning.
3. My brother **will sleep** on the floor in the afternoon.
4. The ceremony **will start** on time.
5. The bells **will ring** very loudly.

<b>Lesson Title:</b> Revision of the Three Main Tenses
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<b>Practice Activity:</b> PHL-08-020
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**Activity 1**

1. simple past tense 2. simple present tense 3. simple past tense 4. simple future tense 5. simple present tense 6. simple past tense 7. simple future tense 8. simple past tense 9. simple present tense 10. simple future tense

**Activity 2**

It was only last year that I **started** cycling. It was when my cousin **visited** us. She **rides** her bicycle very well. So, she is the one who **taught** me to cycle. I **practised** a lot this year. Now I **pedal** quite fast and easily. My cousin **will come** to my house again this year. I am sure that she **will compliment** my riding skills. Perhaps, we **will go** cycling by the river together.

**Activity 3**

1. The child **hops** on one foot.
2. My father **scolded** you for being naughty.)
3. The man **will enter** the dark cave.
4. **Did** you **finish** your meal?
5. She **leaves** her books at my house.
6. We **will pray** for your well-being.
7. We **lit** some candles.

<b>Lesson Title:</b> The Future Continuous Tense
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<b>Practice Activity:</b> PHL-08-021
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**Activity 1**

1. will be meeting 2. will still be teaching 3. will be testing 4. will be enjoying 5. will be watching

**Activity 2**

1. will be repairing 2. will be providing 3. will be writing/shall be writing 4. will be attending/shall be attending 5. will be eating/shall be eating 6. will be putting

**Activity 3**

1. Will it be raining today?
2. Will the manager of the company be taking over today?
3. Will they be opening the shop between 9:30am and 10am tomorrow?
4. Will Fallubah be climbing up the hill for the next two hours?
5. Will the birds be sitting on the branches this afternoon?

**Lesson Title:** Revision of the Past and Future Continuous Tenses

**Practice Activity:** PHL-08-022

**Activity 1**

1. future continuous
2. future continuous
3. past continuous
4. future continuous
5. past continuous

**Activity 2**

1. I **will be transferring** the money to your account.
2. My friend **will be showing** us around town in the evening.
3. We **will be looking** forward to your arrival on Tuesday.
4. The old lady **will be baking** a cake at night.
5. I **will be examining** the patient this afternoon.

**Activity 3**

1. The guests **were eating** in the dining hall.
2. It **was snowing** in the mountains this week.
3. The leaves **were falling** off the trees in the dry season.
4. **Were you exercising** in the morning?
5. I **was not sketching** that landscape.

**Lesson Title:** Writing an Informal Letter

**Practice Activity:** PHL-08-023

**Activity 1**

Example outline:

	(Address) 15 Long Street Pendembu
	(Date) 15 <sup>th</sup> June 2018
(Greeting) Dear Victor,	
(Introduction) Sorry that I have not written. Hope your home is safe in the rains.	
(Body)	
Main idea 1: Do you remember Alusine? He never had enough money.	
Main idea 2: Now he has new books, new pens and even a new phone. He told me not to tell his family. I think he may be stealing.	
Main idea 3: Should I tell someone? I don't want him to make this mistake again. But I don't want to create problems for him either. What should I do?	
(Ending) I must go to bed now. Say hello to everyone in your house.	
	(Closing) Your friend, (Your name) Nouhou

## Activity 2

Example letter:

<p>15 Long Street, Pendembu. 15<sup>th</sup> June 2018</p>
<p>Dear Victor,</p> <p>How are you? Sorry I haven't written for a long time. I've been really busy. I hope you and everyone there is healthy and happy. It is the rainy season now, so I hope your house is dry and the weather isn't too bad.</p> <p>I have something to tell you about. I need your advice. You remember my friend Alusine? You remember how he was always sad because he couldn't afford books for school? Well something very strange happened last week. One day, he came to class with new books, a new bag and, even stranger, a new phone. I asked him if his father had found a job and he told me not to say anything to his family.</p> <p>I suspect that he stole some money. I don't know what to do. Do you think I should tell his parents? Should I tell our teacher? I don't want to create problems for him, but I also don't want him to do something bad again. What do you think?</p> <p>Anyway, I have to go now. I have a football match tomorrow and I want to go to bed early. Write to me as soon as you can. Give my greetings to your family.</p> <p style="text-align: right;">Your friend, Nouhou</p>

<b>Lesson Title:</b> Writing an Informal Letter (Continuation)
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<b>Practice Activity:</b> PHL-08-024
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## Activity 1

<p>(Address) 18 Fodon Street, Freetown</p> <p>(Date) 18<sup>th</sup> October 2018</p>
<p>(Greeting) Dear Nouhou,</p> <p>(Introduction) Thank you for asking about my house. It is safe and dry. I'm sorry that you have such a tricky problem.</p> <p>(Body) Main idea 1: Yes, I remember Alusine. He could not afford books. Main idea 2: You should talk to Alusine. Talk to him in the recess or after school. Try to talk to him gently.</p>

Main idea 3: If that does not work, talk to his elder sister Fatu. He always listens to her. She is very mature and wise.

(Ending) Do tell me how it worked out. Regards to your family.

(Closing) Your friend,  
Victor

**Lesson Title:** Revision of an Informal Letter

**Practice Activity:** PHL-08-025

### Activity 1

Example letter:

16 Fodon Street,  
Freetown

17<sup>th</sup> October 2018

Dearest Nouhou,

I received your letter yesterday. Thank you for asking about my house. Yes, it's safe and dry! I thought I should reply as soon as possible even though I'm busy. This seems like it could be a serious problem.

Yes, I remember Alusine. He never had money for books. Alusine has been your friend since primary school. You're quite close to him. In my opinion, before telling anyone else about this, you should ask him first. Do it at a time when you are both free, like after school. When you talk to him, don't make him feel like you are confronting him. Be friendly because that might help him to tell you the truth.

But if this does not work or if he avoids speaking with you, then you should tell someone. I think it would be too soon to tell his teacher. His parents are also very stressed. Why don't you tell his elder sister, Fatu? She is about eight years older than him and much wiser. Alusine always listens to her. Maybe she can put him on the correct path. Hope this helps.

Do let me know what happens. I hope Alusine is all right. Say hello to everyone in your family.

Your friend,  
Victor

## Activity 2

Example letter:

15 Long Street,  
Pendembu  
25<sup>th</sup> October 2018

Dearest Fatu,

I hope you remember me and are well. I am Alusine's friend, Nouhou. You used to help us with our Maths homework when we were in primary school.

I am writing to discuss a problem with Alusine. You see, Alusine is a close friend of mine and I care about him. I know that he has not had much money to buy books or expensive things. I am in the same situation as I do not have much money either. A few days ago, Alusine suddenly came to school with new books, a new bag and even a new phone. This surprised me and I asked him how he got so many things so quickly. He did not answer me properly and just told me not to tell your family. He did not even look me in the eye while talking.

Since then, I have been wondering if Alusine stole some money for those items. I know Alusine very well and he is a good person at heart. Maybe he got badly influenced by someone and made this mistake. I only wanted to help him out, so I asked him if he had stolen these things after school one day. He got very angry, screamed at me and has not spoken to me since.

I thought, as a good friend, I should let you know because he listens to you and values your opinion. I have not told anyone else at school about this. When you talk to him, could you please also tell him to talk to me as well? I only wish him well. I have not told your parents either. I thought you should decide whether to tell them or not.

Hope to read your reply soon.

Regards,  
Nouhou

<b>Lesson Title:</b> Poetry; Meaning of Poetry; Literary Devices
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<b>Practice Activity:</b> PHL-08-026
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### Activity 1

1. The boy ran away to Scotland to see the people there.
2. The ground in Scotland is just as hard as the ground in England.
3. The boy is comparing all the things in Scotland to England.
4. The naughty boy felt that everything in Scotland was just like it was in England.
5. He probably wondered how Scotland was just like England.
6. b.
7. he, hard, merry, lead

### Activity 2

Example answers:

1. spot: lot, not
2. fight: might, height
3. best: nest, arrest
4. play: way, may
5. pick: trick, brick

<b>Lesson Title:</b> Revision of Some Literary Devices
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<b>Practice Activity:</b> PHL-08-027
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### Activity 1

1. a mother makes a home
2. I stole
3. he told me that he likes the sea
4. cutting the grass
5. then to the station

### Activity 2

1. assonance
2. alliteration
3. alliteration
4. assonance
5. alliteration
6. assonance
7. assonance

### Activity 3

Example answers:

1. My friends and I **play**. What a great **holiday**.
2. Today, it is **sunny**. I'll have my tea with **honey**.
3. The man wore a red **coat**, from which he took out a written **note**.
4. I could not **understand**, why the plane would not **land**.
5. My old granny sat in her **chair**. She would look at the children and **stare**.



<b>Lesson Title:</b> Reading of Poems
<b>Practice Activity:</b> PHL-08-028

### Activity 2

Stress on the words in bold:

What is **white**? A **swan** is **white**  
**sailing** in the **light**.

What is **yellow**? **Pears** are **yellow**,  
**rich** and **ripe** and **mellow**.

What is **green**? The **grass** is **green**,  
with **small flowers** between.

### Activity 3

1. The poem is mostly about colours and different things that are those colours.
2. The poet is comparing the colours to different things in nature.
3. Rich and ripe pears are yellow.
4. b, c, d, and e are examples of alliteration.

### Activity 4

Example answers:

1. pink: link, drink
2. red: wed, head
3. blue: glue, who
4. white: sight, right
5. flower: our, tower
6. small: tall, wall

<b>Lesson Title:</b> Conversations
<b>Practice Activity:</b> PHL-08-029

### Activity 1

Reasons to support arranged marriages – 2, 3, 4; Reasons to support love marriages – 1, 5, 6

### Activity 2

Example points for discussion:

- I feel that arranged marriages are good because the families make sure that the couple will get along. They can decide if their child will be happy with the other family. Also, parents understand what the bride and the groom need in their partner. How do you feel about this?
- I see what you are saying but love marriage also has its benefits. For example, the bride and groom already know that they like each other and will get along. Moreover, they understand each other and are adults who can make their own decisions.

**Lesson Title:** Conversation (Continuation)

**Practice Activity:** PHL-08-030

### Activity 1

Example answers:

1. After marriage, a woman should stay at home.  
Points to agree: She can take care of the family; she can help with the children's education.  
Points to disagree: She should be able to earn for herself; she should be able to use her skills.
2. You will be happier if you stay single or unmarried.  
Points to agree: You do not need to earn for a whole family; you only have to look after yourself.  
Points to disagree: You might get lonely; you will not have anyone to support you.

**Lesson Title:** Synonyms

**Practice Activity:** PHL-08-031

### Activity 1

1. enjoy 2. noisy 3. terrible 4. risky 5. pouch 6. love 7. quit 8. odd

### Activity 2

Example synonyms:

1. sad 2. incorrect 3. tidy 4. look 5. search 6. fascinating 7. wonderful/magnificent

### Activity 3

1. always 2. purchased 3. replied to 4. brief 5. peaceful 6. angry 7. Tales

**Lesson Title:** Semi-Formal Letters

**Practice Activity:** PHL-08-032

### Activity 1

Example outline:

	(Your address) 14 Park Road Magburaka
	(Date) 19 <sup>th</sup> October 2018
(Salutation) Dear Mr Sesay,	
(Introduction) Favour has been invited to an education competition.	
(Body)	
Main idea 1: Favour has been chosen to take part in an essay writing competition.	
Main idea 2: But the competition starts three days before the term ends.	

Main idea 3: Please allow her to leave school three days before; she has a good chance of winning.

Ending: She will be very happy and grateful.

Yours sincerely,  
Lucy Koroma

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

**Practice Activity:** PHL-08-033

### Activity 1

1. informal
2. semi-formal
3. semi-formal
4. informal
5. informal
6. semi-formal
7. semi-formal
8. informal

### Activity 2

Example semi-formal letter

PO Box 32  
Green Rd  
Magburaka  
16<sup>th</sup> October 2018

Dear Mr Sesay,

Favour has been invited to Makeni to take part in a local education competition. This is an important competition and only excellent pupils are invited to it. Unfortunately, the competition starts three days before the end of the term.

I am writing to ask permission for her to leave school before the end of term because this event is for all pupils in the region. She would like to enter the essay writing competition and she has a good chance of winning. She has promised that she will catch up on schoolwork with help from her classmates.

Please consider this request as it would make Favour very happy. She will also get a participation certificate that will help her in the future.

I hope you grant this request.

Yours sincerely,  
Lucy Koroma

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

**Practice Activity:** PHL-08-034

**Activity 1**

1. I have been unwell, so I could not come to school.
2. Do you think you could give me more time to complete my project?
3. Mr Bayoh, please help me.
4. As per your instruction, I have submitted my work.
5. Please let me know what you think.

**Activity 2**

Example semi-formal letter:

<p>PO Box 32 Green Rd Magburaka 16<sup>th</sup> October 2018</p>
<p>Dear Mr Gbori, I am writing to you about the playground in our neighbourhood. As you know, my friends and I enjoy playing football a lot. We have planned a football match between two teams in our neighbourhood. For this, we need a large ground. The ground near your house is usually empty. I request you to please let us use it for our match on 1<sup>st</sup> November 2018. I promise you that we will leave it clean and not damage it in any way. I look forward to your reply.</p>
<p>Yours sincerely, Lucy Koroma</p>

**Lesson Title:** Drama

**Practice Activity:** PHL-08-035

**Activity 1**

1. Fatu, Amadu and Hassanatou are the characters of the play.
2. Amadu wants to go to a cafe to meet friends or go to the park.
3. Hassanatou likes poetry, nature and talking about the world.
4. Amadu and Hassanatou get along with each other the most. They both like the idea of going to the park.
5. Hassanatou thinks that Fatu is a boring person.
6. Amadu likes to meet his friends and talk to people.
7. Example answer: I am most like Amadu because I love talking to friends. I like Amadu the most.

### Activity 2

Example synonyms:

1. hobby
2. passionate
3. fascinating
4. unpolluted
5. gazing
6. Genius

<b>Lesson Title:</b> Antonyms
<b>Practice Activity:</b> PHL-08-036

### Activity 1

Example answers:

least – most; older – younger; strong – weak; mean – kind; dislike – like; hate – love

### Activity 2

sweet – bitter; beautiful – ugly; real – fake; loud – quiet; hard – soft

### Activity 3

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

<b>Lesson Title:</b> Antonyms (Continuation)
<b>Practice Activity:</b> PHL-08-037

### Activity 1

Example antonyms:

1. slowly
2. timid/shy
3. together
4. simple
5. dark
6. irregular

### Activity 2

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

### Activity 3

1. When she heard his story, she could not stop **crying**.
2. I cannot believe that I **found** my favourite dress!
3. All the older children should sit in the **front** of the bus.
4. The watchman is **unlocking** the door to the main hall.
5. The colour that Unama is wearing is quite **common**.
6. As a child, Amina was very **serious**.

<b>Lesson Title:</b> Revision of Synonyms and Antonyms
<b>Practice Activity:</b> PHL-08-038

### Activity 1

1. synonyms
2. antonyms
3. antonyms
4. synonyms
5. synonyms
6. antonyms
7. synonyms
8. antonyms

### Activity 2

Example synonyms:

1. goal
2. answer
3. angry
4. ask
5. careful
6. changed
7. permission
8. need
9. fixed
10. gives

### Activity 3

Example antonyms:

1. left
2. boring
3. friend
4. lead
5. ancient
6. narrow
7. encouraged
8. cheap
9. happy
10. Lazy

<b>Lesson Title:</b> Drama (Continuation)
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<b>Practice Activity:</b> PHL-08-039
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### Activity 1

1. Bassanio and Shylock are talking about the money Bassanio and Antonio want to borrow from Shylock.
2. Shylock is calmer. He is laughing. He is also deciding whether to give Antonio money or not.
3. Shylock is probably deciding whether he wants to lend that money to Antonio and Bassanio.
4. Shylock thinks Antonio's wealth is at risk because it is all in his ships. All his ships are sailing in different places in the world.
5. It means a promise to return the money.
6. Shylock feels hatred when Antonio enters.
7. Maybe Antonio will also convince Shylock to lend them the money.

### Activity 2

Example answers:

1. promise
2. touches
3. something else
4. related to money
5. money/riches
6. Danger

<b>Lesson Title:</b> Drama (Continuation)
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<b>Practice Activity:</b> PHL-08-040
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### Activity 1

1. Antonio, Bassanio and Shylock are the characters.
2. Antonio and Bassanio want three thousand ducats for three months.
3. Antonio thinks Shylock will ask for some interest on the money he lends.
4. Shylock dislikes Antonio as they are enemies. Antonio has insulted Shylock many times.
5. Antonio says that if Shylock lends money to an enemy, then he will not feel bad about penalising them if they fail to pay back.
6. Shylock wants Antonio to give him one pound of his flesh.
7. No, Bassanio does not feel good about the contract. He tells Antonio not to sign such a contract.

### Activity 2

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

<b>Lesson Title:</b> Possessive Pronouns
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<b>Practice Activity:</b> PHL-08-041
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### Activity 1

1. hers
2. mine
3. yours
4. hers
5. ours

**Activity 2**

1. hers
2. theirs
3. his
4. ours
5. yours

**Activity 3**

One day, Juana brought a new doll to school. She had made it herself with wool. That doll was **hers**. In the lunch break all the pupils went out to play in the ground nearby. It is not in our school compound but it is still **ours**. When we returned, Juana could not find the doll that was **hers**. She saw two boys playing with it and tearing it apart. When Juana begged them to return it, they refused saying that doll was **theirs**. Juana cried and pleaded. She said, 'How would you feel if I destroyed something that was **yours**?' The boys wanted her to stop crying so they returned the doll.

<b>Lesson Title:</b> Possessive Pronouns (Continuation)
<b>Practice Activity:</b> PHL-08-042

**Activity 1**

1. adjective
2. pronoun
3. pronoun
4. adjective
5. pronoun

**Activity 2**

1. The blue shirt is **his**.
2. The car parked over there is **theirs**.
3. This family photograph is **ours**.
4. Is that baby sister **yours**?
5. This comb is **hers**. Return it to her.

**Activity 3**

Example sentences:

1. The red and black pencil is mine.
2. The dog with the collar is his.
3. The woven mat is hers.
4. Those noisy children are theirs.
5. Is this ball yours?

<b>Lesson Title:</b> Compositions
<b>Practice Activity:</b> PHL-08-043

**Activity 1**

1. speech
2. science experiment
3. class trip report
4. letter
5. story
6. text message
7. film review

**Activity 2**

Example sentences:

1. letter: I wanted to inform you that I have decided to study science in SSS.
2. story: A long time ago, there lived a little girl named Memuna.

3. science experiment: Scientists say that both exercise and diet are important to maintain a healthy weight.
4. text message: Please bring my book to school tomorrow.
5. speech: Teachers, pupils and friends! Welcome to the new academic year.
6. class trip report: All pupils took notes of what they saw at the clothes factory.
7. film review: From action to comedy to romance, this two-hour film had it all.

**Activity 3**

1. false 2. true 3. false 4. true 5. false 6. false 7. True

<b>Lesson Title:</b> Composition – Descriptive Writing
<b>Practice Activity:</b> PHL-08-044

**Activity 1**

Example descriptive words about a collage with waste material:

See	Hear	Smell	Taste	Touch
Example words: beautiful, bright, colourful, attractive	loud, quiet, musical, pleasant	woody, fresh, rotten, spoiled, sweet	bitter, sweet, sour, acidic	rough, smooth, soft, hard, grainy

**Activity 2**

Example outline:

Title: Paste the Waste
Introduction: I used waste and old things to make a collage in my house. It was going to show the scenery in my village.
Main body: (use descriptive words) <ul style="list-style-type: none"> <li>• I carefully pasted the pencil shavings. I used lots of glue. I used an old smelly banana peel.</li> <li>• I was excited to see what it would look like in the end.</li> <li>• It was lovely, like a painting, colourful and peaceful.</li> </ul>
Conclusion: Next time, I would use old tea leaves to show grass in the scenery.



<b>Lesson Title:</b> Revision of Possessive Pronouns
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<b>Practice Activity:</b> PHL-08-045
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**Activity 1**

1. adjective
2. pronoun
3. adjective
4. adjective
5. pronoun

**Activity 2**

1. This work is mine.
2. These paintings are yours.
3. Are those crayons hers?
4. Is that mother his?
5. These bags are theirs.
6. These walls are ours.

**Activity 3**

1. This is their electrician.
2. Our water is in the river.
3. That is her glass.
4. That is my ticket.
5. This is his watch.

<b>Lesson Title:</b> Adjectives
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<b>Practice Activity:</b> PHL-08-046
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**Activity 1**

1. British
2. Ghanaian
3. Spanish
4. Nigerian
5. Hindu

**Activity 2**

1. Mexican
2. Liberian
3. Israeli
4. French
5. Congolese
6. Egyptian
7. Shakespearean

**Activity 3**

1. Russian
2. Indian
3. South African
4. European
5. Portuguese
6. American

<b>Lesson Title:</b> Positive and Comparative Adjectives
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<b>Practice Activity:</b> PHL-08-047
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**Activity 1**

1. comparative
2. positive
3. comparative
4. comparative
5. positive

**Activity 2**

1. older
2. excellent
3. louder
4. more expensive
5. harmful
6. more harmful
7. higher
8. smoother

**Activity 3**

1. more polite
2. darker
3. looser
4. scarier
5. slower
6. more careful
7. more difficult
8. Sweeter

**Lesson Title:** Adjectives

**Practice Activity:** PHL-08-048

**Activity 1**

1. comparative 2. superlative 3. superlative 4. comparative 5. comparative

**Activity 2**

No.	Positive	Comparative	Superlative
1.	cold	<b>colder</b>	<b>coldest</b>
2.	<b>dirty</b>	dirtier	<b>dirtiest</b>
3.	<b>quick</b>	<b>quicker</b>	quickest
4.	<b>perfect</b>	more perfect	<b>most perfect</b>
5.	heavy	<b>heavier</b>	<b>heaviest</b>
6.	<b>handsome</b>	more handsome	<b>most handsome</b>
7.	<b>exciting</b>	<b>more exciting</b>	most exciting

**Activity 3**

1. cleanest 2. more frustrated 3. delicious 4. funnier 5. most special

**Activity 4**

1. The cheetah is the **fastest** animal.
2. My sister is the **most confused** pupil.
3. My business is the **most successful** business.
4. This bag is the **heaviest** bag.
5. This book is the **most fascinating** book.

**Lesson Title:** Comprehension

**Practice Activity:** PHL-08-049

**Activity 1**

1. marine: related to or found in the sea
2. invertebrates: animals lacking/without a backbone
3. spine: the backbone (the long chain of bones that goes from the head to the lower back)
4. expel: force out something from the body
5. tentacles: a thin organ around the mouth of some animals used to grasp things or move around
6. sting: hurt someone or something by piercing it
7. paralyse: cause something to be unable to move
8. prey: an animal that is killed or hunted by another for food
9. squirt: make a liquid come out of a small opening with a lot of speed and pressure
10. propel: push something forwards

**Activity 2**

1. Marine animals are animals that live in oceans or seas. Yes, jellyfish are marine animals.
2. No, they do not have a backbone. The clue word is 'invertebrates'.

3. Jellyfish use the opening to eat food and throw out waste from their bodies.
4. Jellyfish sting their prey to paralyse them.
5. Jellyfish move by squirting water from their body, which pushes them forward.

**Activity 3**

1. verb
2. noun
3. verb
4. verb
5. pronoun

<b>Lesson Title:</b> Comprehension (Continuation)
<b>Practice Activity:</b> PHL-08-050

**Activity 1**

1. athletes: a sports people
2. participate: to take part in something
3. variety: many types/kinds of
4. skill: ability to do something well
5. initiated: started
6. permitted: allowed
7. hosts: invites and welcomes guests to one's house or country
8. eliminated: removed
9. intersecting: crossing over each other
10. represent: to speak or act on behalf of someone or something

**Activity 2**

1. The Olympics is an international sporting event.
2. Athletes from around the world take part in the Olympics.
3. The Olympics are held in a different country every time.
4. Women were not allowed to participate in the Olympics earlier but now they are.
5. The five rings represent the five regions of the world that take part in the Olympics.

**Activity 3**

Example sentences:

1. In this event, some pupils will dance in front of the chief guest.
2. I would like to participate in the art competition this year.
3. There is a variety of vegetables in the market.
4. We need to eliminate two people from the competition.
5. The colour white is often used to represent peace.





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