

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

Pupils' handbook for

# JSS Language ARTS

**JSS  
3**

**Term  
2**

**STRICTLY NOT FOR SALE**

## FOREWORD

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

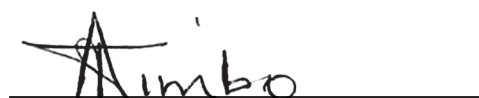
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

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

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

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

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

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

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve this DO NOT WRITE IN THE BOOKS.

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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> Continuous Reading of Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-051	<b>Class:</b> JSS 3

	<p><b>Learning Outcome</b> By the end of this lesson, you will be able to read aloud purposefully, with fluency and understanding.</p>
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## Overview

Many people get shy when they have to read in public. This is because they might not have confidence in their reading skills. It is important to practise reading aloud. This will develop your reading fluency and improve your confidence in your reading skills. Remember, when you read aloud you should read slowly, clearly and with expression to make what you are reading interesting for the listener.

When you practise reading aloud:

- You will improve your reading fluency.
- You will better understand the passage.
- Other people will understand what you read aloud.
- You will improve your vocabulary.
- You will develop excellent pronunciation.

Reading well involves stress and intonation. **Stress** is the emphasis that you put on a word or sentence when reading. **Intonation** is the rise and fall in your voice when you read aloud.

## Practice

### Activity 1

Practise reading the passage below aloud, giving a short pause at / and a longer pause at //.

One day, / when Gibril was twelve, / his father brought home an empty, / wooden / box. //  
 'There you are, / Gibril,' he said. // 'I got this at the market today. // Do you want it? // Can you  
 make something with it?' //  
 'Oh, / yes, / I want it!' / Gibril said. // He looked at the box for a few seconds. // 'I'll make a lorry  
 with it.' //

### Activity 2

Read the passage below aloud. Then copy it into your exercise book and mark in the pauses. Use / for a short pause and // for a long pause. Use the passage in Activity 1 to help you. As soon as the wheels were fixed on the box, Gibril took it wherever he was sent, pushing it around the village. 'Look at my lorry,' he said to everyone. 'I've got a lorry.' 'That isn't a lorry,' someone said. 'Lorries carry goods. Where are your goods?'

<b>Lesson Title:</b> Continuous Reading of Prose (Continuation)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-052	<b>Class:</b> JSS 3



### Learning Outcome

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

### Overview

In order to answer comprehension questions, you must understand what you have read. It is often helpful to read the questions before you read the text. The questions can help guide your reading. They tell you what information to look for as you read.

When reading a text for understanding, you should:

- Read the passage quickly to find the main idea.
- Read the passage again carefully. This time, identify the main idea and supporting information in the passage. This will help you to answer the questions.
- Take note of difficult words while you are reading. Learn to pronounce them correctly. Use the words around them to infer their meaning. If possible, use a dictionary to find the meaning.

### Practice

#### Activity 1

Read the passage below carefully and answer the comprehension questions.

#### The Hare and the Elephant

Once upon a time, the hare and the elephant were great friends. They used to share everything with each other. There was never any quarrel between them until one day when the hare borrowed the elephant's stomach. It happened like this.

Mr Hare received a letter one morning, inviting him to a dance at Mr Lion's house. Now in those days, all the best dancers had to have fat stomachs, because it was thought that fat people could dance much better than thin ones. Mr Hare, who was very thin, decided to ask his friend, King Elephant, if he could borrow his stomach. King Elephant agreed, and Mr Hare put it on and admired himself **vainly** in front of the mirror for many hours before he set off to the dance.

At the dance, everyone admired Mr Hare. When he danced, his great stomach shook up and down and from side to side, and the whole district rang with **cheers** and shouts of admiration. After the dance, Mr Hare was so proud of his beautiful stomach that he could not take it back to King Elephant. King Elephant sent so many animals to Mr Hare to ask for his stomach, but Mr Hare played a trick on anyone that was sent. The antelope, the hyena, the goat, the giraffe and the sheep all met the same **fate**. They were all killed and eaten by Mr Hare.

By this time, Mr Elephant was nearly dead from hunger. In the end, he decided to send the lion. The lion was able to **outsmart** the hare and **retrieve** the elephant's stomach. This he took back to King Elephant, who had learnt his lesson. He never let anyone else borrow his stomach and never made friends with the hare again.



### Comprehension questions

Identify whether the following statements are true or false.

1. The hare and the elephant had never quarrelled until the hare borrowed the elephant's stomach.
2. The hare was fat; he just wanted a fatter stomach.
3. It was fashionable in those days for all animals to have big stomachs.
4. When the hare danced, everyone admired him.
5. The stomach was too heavy for the hare; it weighed him down.
6. The hare did not return the stomach immediately after the dance.
7. The hyena got the elephant's stomach back for him.
8. After the hare killed the animals, he ate them.
9. The lion used the elephant's stomach before returning it to him.
10. When the elephant got his stomach back, he became friends with the hare again.

### Activity 2

Here are some adjectives that can be used to describe the characters in the story. Link each adjective to the character it describes.

- |              |             |
|--------------|-------------|
| 1. Proud     | 6. Brave    |
| 2. Greedy    | 7. Thin     |
| 3. Kind      | 8. Friendly |
| 4. Selfish   | 9. Foolish  |
| 5. Deceitful | 10. Mean    |

### Activity 3

Using a dictionary, give the meaning of the following words as they are used in the passage. Then use each word in a sentence of your own.

1. vainly
2. cheers
3. fate
4. outsmart
5. retrieve

<b>Lesson Title:</b> Revision of Adverbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-053	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to identify adverbs of manner, place and time in sentences.

## Overview

An **adverb** is a word that modifies or describes adjectives, verbs or other adverbs. There are different kinds of adverbs that express different meanings.

**Adverbs of manner** tell us how something happens. They are usually placed after the main verb or after the object. Most adverbs of manner end in 'ly'.

Examples:

- Abu ran **quickly**.
- Amadu plays the drums **beautifully**.

**Adverbs of place** tell us where an action happens. They are usually placed after the main verb or after the clause that they modify. Adverbs of place do not modify adjectives or other adverbs.

Examples:

- Fatmata looked **around** but she could not see the elephant.
- The grass grows thicker over **there**.

**Adverbs of time** tell us about the time or when something happens.

Examples:

- **Last week** they went shopping in Freetown.
- We have to leave **now**.

## Practice

### Activity 1

Identify the adverbs in the following sentences.

Example: Marie walked **quickly** to catch the bus.

1. The baby held on to his mother's hand gently.
2. Soon after he entered the room, he fell asleep.
3. I have an appointment to visit the dentist next Friday.
4. The cat crept quietly into the kitchen and sat contentedly by the window.
5. He looked everywhere for his keys but he couldn't find them.
6. The house she wanted to visit could not easily be found.
7. The headmaster asked us to see him later.

## Activity 2

Put the parts of the following sentences in the correct order.

Example: (quietly/the door/I/closed) Answer: I closed the door quietly.

1. football/every weekend/does Musa play?
2. Diana/quite well/speaks/Mende
3. the party/very much/enjoyed/everybody
4. home/did you come/late/why?
5. the town/walked/all morning/we/around
6. at the top of the page/please/your name/write
7. Sarah/her children/every day/to school/drives
8. some interesting books/in the library/found/we

## Activity 3

Rewrite the sentences to include the adverb in brackets.

Example: My grandmother doesn't eat meat. (often)

Answer: My grandmother doesn't often eat meat.

1. Musu is very pleasant. (always)
2. We found the missing dog. (never)
3. I called Tom after hearing the news. (immediately)
4. She ate her breakfast and she went out. (hurriedly)
5. The old man stood near the newly-built hospital. (somewhere)

<b>Lesson Title:</b> Oral Descriptive Composition	<b>Theme:</b> Speaking and Writing
<b>Practice Activity:</b> PHL-09-054	<b>Class:</b> JSS 3



### **Learning Outcome**

By the end of this lesson, you will be able to describe a person orally.

## **Overview**

**Oral descriptions** are a way to describe a person, place or thing. When you practise giving oral descriptions, you develop the ability to talk confidently and clearly in public.

Remember that your audience, or the people listening to you, must be able to imagine what you are describing based upon your description.

When you give an oral description of a person:

- Use simple sentences that can be easily understood.
- First, introduce the person. Tell the listener some basic information such as their name, age, where he/she lives and what they do for work or study.
- Next, describe the person's physical appearance. Try to do this in a logical order so that it is easy for your listener to imagine the person. Do not begin from the head, come down to the feet and go back to the face. That is disorganised.
- Then describe the person's character. What is his/her personality? What does he/she like or dislike?
- Finally, explain how you feel about the person you are describing. What do you like about them? Why do you admire or dislike them?

## **Practice**

### **Activity 1**

Write a description of the person you admire most for an oral presentation to your class.

### **Activity 2**

Imagine you are now attending a new school in another town. At a lunch date with some of your former classmates, describe your new friend to them. Use the outline in the overview to help you.

Lesson Title: Phrasal Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-055	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to use phrasal verbs in sentences.

## Overview

A **phrasal verb** is a group of words made up of a verb and a preposition or an adverb. It acts like a single word. The meaning of a verb changes when a preposition is added to it.

The meaning of phrasal verbs can change, depending on the way we use them. For example, if you 'put out' a fire you stop it. If you 'put out' the trash you leave it at a certain place for garbage collection. It is important to infer meaning when using phrasal verbs.

Phrasal verbs are made up of a verb + a preposition or a verb + an adverb:

- verb + a preposition

Example: Thieves **broke into** our car.

↑     ↑  
 verb   preposition

- verb + an adverb

Example: The homework is too hard – I **give up!**

↑     ↑  
 verb   adverb

There are also **phrasal-prepositional verbs**. These end with a preposition and have a direct object.

Examples:

- Run out of (something): to exhaust or use up a supply of something.

Example: The thief **ran out of** luck and was arrested.

- Keep up with (something/someone): to stay on track or schedule

Example: I have so much work to do that I can't **keep up with** the writing exercises.

## Practice

### Activity 1

Fill in the blanks with the correct prepositions from the multiple-choice options provided.

Example: His story is not anything to go \_\_\_\_\_ .

a. by    b. with    c. on    d. for    (answer: a. His story is not anything to go **by**)

- The plane took \_\_\_\_\_ at 2pm yesterday.  
a. in    b. up    c. off    d. on
- The soldiers spread \_\_\_\_\_ as they approached the city.  
a. over    b. to    c. beyond    d. out

3. The police have set \_\_\_\_\_ a new unit to handle indiscipline.  
a. out    b. in    c. up    d. on
4. Don't allow him to bully you. You must stand up \_\_\_\_\_ him.  
a. to    b. before    c. against    d. for
5. The two friends refused to live \_\_\_\_\_ the same roof.  
a. inside    b. in    c. beside    d. under

### Activity 2

Give the meaning of the phrasal verbs as they are used in the sentences.

Example:

The contest was a complete **walk over** for the participants.

This means that the contest was **easily won**.

1. The meeting was **called off** because of the holiday.  
This means that the meeting was \_\_\_\_\_.
2. By the time the teacher came to our class, the noise had **died down**.  
This means that the noise had \_\_\_\_\_.
3. Jeneba **fell out** with her best friend over a piece of pie.  
This means that Jeneba \_\_\_\_\_ her best friend.
4. The patients were asked to **hold on** a while longer.  
This means that the patients were asked to \_\_\_\_\_ a while longer.
5. While working at the bank, Mustapha was able to **put away** some money.  
This means that Mustapha was able to \_\_\_\_\_ some money.

### Activity 3

State the meaning of the following phrasal verbs. Then use them in sentences of your own.

1. set out
2. pull through
3. hold back
4. get over
5. come about

<b>Lesson Title:</b> Speech Writing	<b>Theme:</b> Speaking and Writing
<b>Practice Activity:</b> PHL-09-056	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to plan and write a speech for an appropriate occasion (introducing a Chairman).

## Overview

A **speech** is a formal talk that a person gives to an audience. An audience is a group of people listening to someone speak. At wedding receptions, birthday parties and prize-giving ceremonies, you usually see and hear people give speeches. These speeches are often introductions of chairpersons or guest speakers, welcome addresses, toasts to birthdays or newly married couples and thanking or praising people.

Learning how to plan and write a speech is important because at some time in your life you may need to give a speech.

When writing a speech, organise your ideas in paragraphs.

The first paragraph is the **introductory paragraph**. It starts with vocatives and then states the purpose of the speech. A **vocative** is a title used to address a person. Some examples of vocatives are: 'Mr Chairman', 'Distinguished guests', and 'Ladies and gentlemen'. Usually, the person speaking addresses the most important people in the audience by their titles.

Next, the speaker usually says the purpose of the speech. The **purpose** is the reason for delivering the speech. For example, 'It is an honour and a pleasure for me to introduce the Chairman of our organisation to you'.

In the following paragraphs, you can talk about and develop the main topic of the speech. Always end the speech by thanking the audience for their attention.

## Practice

### Activity 1

Write an outline for a speech you would deliver to introduce the chairman at your elder sister's wedding reception. Include the following information:

1. their family background
2. their educational background
3. a brief summary of their career/profession
4. their status in society
5. Their name

## **Activity 2**

Use the outline from Activity 1 to help you write a speech you would deliver to introduce the chairman.

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

- vocatives
- a clear introduction that explains the purpose of the speech
- all of the information from the outline in Activity 1
- a conclusion that summarises the speech
- thank the audience



<b>Lesson Title:</b> Oral Presentation	<b>Theme:</b> Writing and Speaking
<b>Practice Activity:</b> PHL-09-057	<b>Class:</b> JSS 3



### **Learning Outcome**

By the end of this lesson, you will be able to draft a speech and deliver it fluently.

### **Overview**

Standing up in front of an audience to deliver a speech can be intimidating (frightening). Many people feel nervous about giving speeches. When you deliver a speech, it is important that you speak loudly, clearly and with confidence.

When giving a speech, remember to do the following:

- Think positively. The audience is going to enjoy what you are going to say to them and they are going to learn something.
- Prepare your speech in advance. Write your speech and practise it many times to improve your fluency.
- Begin your speech with vocatives.
- Be bold and confident when speaking aloud.
- Try to look at the audience, not at the floor or the ceiling.
- Speak loudly, clearly and without rushing so that everyone can hear you.
- Use clear and simple language so that your listeners will understand you.
- Pronounce your words well; be fluent and express yourself well in proper English.
- End your speech by thanking the audience.

Below is an example introduction:

Distinguished guests, ladies and gentlemen, I am happy to introduce our new chairman. He was born some 50 years ago in eastern Sierra Leone to a wealthy farmer. He attended Njala University College and graduated with a Bachelor of Science Degree in 1993. He now holds a Master's Degree in Biochemistry. He previously worked at the Ministry of Marine Resources as a biochemist. He has written many articles on marine biology, and he has a wealth of experience. He is a respected gentleman in society. He is well-known for his humour and charm. He is happily married with three beautiful children. Ladies and gentlemen, I present to you our new Chairman, Mr Momodu Conteh. I thank you for your attention.

## **Practice**

### **Activity 1**

Imagine that you are the Head Girl or Head Boy of your school and you are to deliver the welcome speech at your prize-giving ceremony. Write the outline of the speech you would deliver. Include the following information:

- identify the audience (use vocatives)
- the purpose of the speech
- the name of the school
- name some activities that will happen
- give examples of some of the prizes

### **Activity 2**

Use the outline you developed in Activity 1 to write your speech. After you have finished writing your speech, check to make sure that you included the following:

- vocatives
- a clear introduction that explains the purpose of the speech
- all of the information from the outline in Activity 1
- a conclusion that summarises the speech
- thank the audience

<b>Lesson Title:</b> Revision of Direct and Indirect Speech	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-058	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to change direct speech into indirect speech.

## Overview

**Direct speech** is the exact words that someone says. It can also be called ‘quoted speech’ because what a person says appears in inverted commas.

Example: I said, ‘It is hot today’.

**Indirect speech** reports what a person said to someone else. It is also called ‘reported speech’. It is not written in inverted commas.

Example: You said that it was hot today.

When changing direct speech to indirect speech, you usually need to change the pronouns, verbs and time words. There are other changes that take place too.

Changing commands and requests:

- When changing a direct speech command to indirect speech, the most common way is to add the word ‘to’ in front of the verb.
- ‘Told’ is often used in reporting commands, orders or requests, but other verbs may also be used, such as: ‘ordered’, ‘commanded’, ‘requested’, ‘begged’ or ‘demanded’.

Examples:

- Direct speech: ‘Go and get the goats,’ he said.
- Indirect speech: He told me **to** go get the goats.

Changing questions:

- When changing direct speech to indirect speech, the word order changes.
- The interrogative (question) order is: verb + subject + ?
- The indirect speech statement order is: subject + verb.
- The words ‘if’ or ‘whether’ are used in reporting questions that do not have interrogative words like ‘who’, ‘how’, ‘what’ or ‘which’.

Examples:

- ‘Have you read the book?’ the teacher asked the class.
- The teacher asked **if** the class had read the book.

## Practice

### Activity 1

Change the following commands to indirect speech.

1. Mary said to Helen, 'Don't wait for me if I'm late.'
2. The old woman told me, 'Mind your own business!'
3. Father told us, 'Don't shout, I am trying to get some sleep!'
4. The teacher told the pupils, 'Hurry up and finish your exercise.'
5. John said, 'Please get me a box of chocolates from the supermarket.'

### Activity 2

Change the following questions to indirect speech.

1. Last week, Jacob asked Susan, 'Will you marry me?'
2. The visitor asked the farmer, 'Does your goat eat rice?'
3. The man asked his neighbour, 'Have you seen my dog?'
4. The children asked, 'Are ghost stories true?'
5. The doctor asked, 'What did you eat for breakfast this morning?'

### Activity 3

The following sentences are direct speech:

- 'Please open your bag.'
- 'Please slow down!'
- 'Say hello to your parents for me.'
- 'Will you give me a hand, Joe?'
- 'Hurry up!'
- 'Don't worry. Everything is going to be fine.'
- 'Are yams more nutritious than cassava?'

Fill in the blanks in the sentences below with the corresponding sentences above. Change the sentences to indirect speech.

Example: Jane was taking a long time to get dressed so **I told her to hurry up.**

1. Mahmoud was driving too fast, so I asked \_\_\_\_\_.
2. Jacqueline was worried about the situation, so I \_\_\_\_\_.
3. I couldn't move the box alone. So I \_\_\_\_\_.
4. I must eat healthy meals, so I \_\_\_\_\_.
5. The customs officer asked me \_\_\_\_\_.
6. Saffa was going home for the weekend, so I \_\_\_\_\_.

<b>Lesson Title:</b> How to Use 'Wh' Questions	<b>Theme:</b> Reading and Writing
<b>Practice Activity:</b> PHL-09-059	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Answer 'Wh' questions.
2. Use 'Wh' questions in writing.

### Overview

**'Wh' questions** are questions that begin with the letters 'w' and 'h'. 'Wh' questions are questions that ask for specific information using the words: 'whom', 'who', 'whose', 'which', 'what', 'why', 'when', 'where' or 'how'. 'How' does not begin with 'wh', but it is still considered a 'wh' question.

Examples:

- **Whom** did he write the letter to?
- **Who** is the main character in the story?
- **Whose** car was stolen?
- **Which** country did the man travel to?
- **What** book did she buy?
- **Why** did the cat chase the mouse?
- **When** did the war end?
- **Where** was the party?
- **How** many people went to the event?

### Practice

#### Activity 1

Read the following passage carefully and answer the comprehension questions.

Ekwefi had suffered a great deal in her life. She had borne ten children and nine of them had died in infancy, usually before the age of three. As she buried one child after another, her sorrow gave way to despair and then to resignation. The birth of her children, which should be a woman's crowning glory, became for Ekwefi mere physical agony. The naming ceremony after seven market weeks became an empty ritual. Her deepening despair found expression in the names she gave her children.

One of them was a tragic cry, Onwumbiko – 'Death, I implore you'. But Death took no notice; Onwumbiko died in his fifteenth month.

The next child was a girl, Ozoemena – 'May it not happen again'. She died in her eleventh month and two others after her.

Ekwefi became defiant and called her next child Onwuna – 'Death may please himself'. And it did.

After the death of Ekwefi's second child, her husband Okonkwo had gone to a medicine man to enquire what was wrong. This man told him that the child was an *ogbanje*, one of those wicked children, who, when they died, entered their mother's womb to be born again.

### Comprehension questions

1. Why was Ekwefi suffering so much?
2. What was the cause of Ekwefi's suffering?
3. How many children did she bear?
4. What is a woman's crowning glory, according to the passage?
5. When was the naming ceremony done?
6. Whose name means, 'May it not happen again'?
7. When did Onwumbiko die?
8. What was the name of Ekwefi's husband?
9. When did he consult the medicine man?
10. What is an 'Ogbanje'?

### Activity 2

Create 'Wh' questions for the following statements.

1. Jane is Martha's best friend.
2. I have been reading this book for three days.
3. The visitor was offered some food and some drinks.
4. The choir sang the school hymn beautifully.
5. My school bag is made of real leather.
6. The stolen car was found abandoned at Mile 91.
7. The fire incident occurred during the day when everyone was either at work or at school.
8. The headmistress was quite pleased with the performance of the school's football team.
9. She did not listen to the guest speaker's speech because she was late.
10. Fanta's brand new mathematical set was stolen yesterday

<b>Lesson Title:</b> Listening to Local or International Radio Programmes	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL-09-060	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Understand and retell the main points in a radio programme.
2. Discuss issues or events you have heard about on the radio.

### Overview

Listening to **radio programmes** gives us a lot of new information. Listening to the radio brings you closer to everyday events in the world. It often informs and educates listeners on current issues and entertains them too.

When we listen to a radio programme, we want to be able to retell and summarise the main points. When you read a text, you are able to read it multiple times and find the information you are looking for. When you listen to the radio you only hear a programme once, so you need to listen carefully.

### Practice

#### Activity 1

List five advantages of listening to the radio.

#### Activity 2

The following is a passage from a documentary on a local radio station, FM 98.1. Read it carefully and answer the comprehension questions.

The Freetown municipality has indeed fallen on bad times following the indiscriminate littering of its streets and drainages by unpatriotic citizens.

They care less about the dangers inherent in their actions even when there are laws to regulate the management of waste in Freetown. Depositing of waste, especially in drainage systems, can be one of the leading causes of flooding in the city.

Sorie Kamara, an officer of the Freetown City Council Environment and Sanitation Department, said in an interview last week that another reason why drainage systems are blocked is because of the size of the gutters. He said, 'The gutters are very tiny and they do not withstand the pressure of water generated from storms. Our drainage system is poor. Also, flooding occurs because of the activities of the people who live in the city; they empty their waste in gutters at night and this is a cause for alarm.'

### Comprehension questions

1. What is the main idea in the passage?
2. What did you learn about the causes of flooding in the city?
3. What is your opinion about litter in your area and the danger it can cause?
4. Is the problem the same in your area as in the documentary? If not, how is your area different?
5. What do you think can be done to keep the city of Freetown clean?

<b>Lesson Title:</b> Formal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-061	<b>Class:</b> JSS 3



### Learning Outcomes

By the end of this lesson, you will be able to identify the features of a formal letter and write one.

## Overview

**Formal letters** are official letters written to people in authority. They are written to people like:

- The Chairman of the Board of Governors
- Managers or directors of institutions
- Councilors, mayors, chiefs, ministers, parliamentarians or district officials

Formal letters are written for different reasons. Formal letters include: letters of complaint, letters of request, business letters and application letters.

A formal letter is different from an informal or semi-formal letter because it has formal features. The features of a formal letter are:

- the address of the writer
- the address of the recipient
- a salutation or greeting
- a heading
- the body of the letter – including the introduction and conclusion
- a closing
- the writer's signature
- the writer's full name

The language in a formal letter is formal. Contractions, casual language, jokes or slang are not permitted. The greeting in a formal letter is also always formal. You should say, 'Dear Sir' (when writing to a man) or 'Dear Madam' (when writing to a woman). If you do not know if the recipient is a man or a woman, write 'Dear Sir or Madam'.

The heading is the title of the formal letter. It shows the recipient what the letter is about.

There are two ways that you can write the heading:

- Underlined: Lack of Clean Drinking Water in Kolanda Section
- Or in uppercase letters: LACK OF CLEAN DRINKING WATER IN KOLANDA SECTION

The ending of a formal letter is also formal. You should end your letter by writing, 'Yours faithfully,' then your signature and your full name. If you have a proper designation, write it beneath your name.



## **Practice**

### **Activity 1**

Write a letter to the councillor of your constituency, complaining about the lack of recreational facilities in your community.

### **Activity 2**

The lack of furniture in your school is a great cause for concern among pupils. As Head Girl or Head Boy, write a letter to the Chairman of the Board of Governors of your school, requesting a solution to this problem.

### **Activity 3**

When you have finished writing your letters, check them to make sure you have included the following:

- your address
- address of the recipient
- salutation or greeting
- heading
- body of the letter – including the introduction and conclusion
- closing
- your signature
- your full name

<b>Lesson Title:</b> Formal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-062	<b>Class:</b> JSS 3



### Learning Outcomes

By the end of this lesson, you will be able to write formal letters for a range of purposes.

### Overview

In a **formal letter**, the writing style is formal. Jargon, slang and contractions are not allowed. The tone of the letter must always be respectful. Formal letters are written to people in authority. These can be people in our communities, towns, the government or overseas. A formal letter is different from an informal or semi-formal letter because it has formal features. The features of a formal letter are:

- The address of the writer – in the top right-hand corner of the page, followed by the date.
- The recipient’s address – in the top left-hand corner, close to the margin, but without the date.
- The salutation – this must be formal because you are writing to a person in an official capacity. The salutation is always written as: ‘Dear Sir’ or ‘Dear Madam’, followed by a comma. If you do not know if the recipient is male or female, write ‘Dear Sir or Madam’.
- A heading – a summary of what the letter is about. For example: ‘Poor Electricity Supply in my Area’. If the heading is written in all uppercase letters, then it should not be underlined. Otherwise, it must be underlined in order to make it stand out clearly.
- The body of the letter – written in paragraphs. The first paragraph is the introductory paragraph. It gives the purpose of your letter in clear, simple language. The other paragraphs discuss the topic, and the last paragraph is the concluding paragraph.
- The closing – in the bottom right-hand corner of the page. The closing of formal letters is always, ‘Yours Sincerely’ followed by a comma. The signature of the writer is on the next line, with the writer’s full name beneath it.

### Practice

#### Activity 1

Write a letter to the marketing department of *Drum Call Magazine* requesting that copies of the magazine be sent to your school every month.

## Activity 2

Write an application letter in response to the advertisement below in the *Daily Mail* newspaper.

Vacancy:  
Applications are invited from suitable  
Sierra Leoneans to fill the post of teacher in  
English Language at Bannerman High School.

## Activity 3

When you have finished writing your letters, check them to make sure you have included the following:

- your address
- address of the recipient
- salutation or greeting
- heading
- body of the letter – including the introduction and conclusion
- closing
- your signature
- your full name

<b>Lesson Title:</b> Parts of Speech	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-063	<b>Class:</b> JSS 3



### Learning Outcomes

By the end of this lesson, you will be able to identify and use the eight parts of speech.

## Overview

**Parts of speech** are categories of words in sentences. There are eight different parts of speech. They are defined by how they are used and their functions in a sentence. The table below explains the eight parts of speech and gives examples of each.

Part of Speech	Definition	Examples
<b>Noun</b>	Nouns name people, places, ideas or things.	teacher, Lagos, table
<b>Pronoun</b>	Pronouns replace nouns. They are often used to avoid repetition. They are also used to show ownership of something by someone.	him, you, hers, we
<b>Verb</b>	Verbs show an action or a state of being and the time of that action or state of being – the past, present or future.	running, played, like
<b>Adjective</b>	Adjectives modify nouns. They show things like size, appearance and number.	tiny, beautiful, quiet
<b>Adverb</b>	Adverbs modify verbs, adjectives or other adverbs. They show how, when, where and how much.	softly, much, fast
<b>Preposition</b>	Prepositions show how a noun or pronoun is related to another word in a sentence. They usually explain the position of things.	at, beside, between, above
<b>Conjunction</b>	Conjunctions join two or more words, phrases or clauses in a sentence.	and, but, or, so
<b>Interjection</b>	Interjections show excitement or sudden emotion and are usually followed by an exclamation mark.	Oh no! Yes! Hurray!

## Practice

### Activity 1

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

### Activity 2

Name the part of speech that is highlighted in bold in each of the following sentences.

Example: Mary is my **friend**. (noun)

1. Many pupils of this school are not **polite**.
2. Fatou's mother sells vegetables in the **market**.
3. **They** say the land belonged to their forefathers.
4. **Hurray!** Our team won the match.
5. I heard some **nice** songs on the radio this morning.
6. No matter how **sweetly** she sings, the baby will not stop crying.
7. I love chocolate cakes **but** I should not eat them.
8. **Margaret** scored the best mark in the Biology test.

### Activity 3

Write sentences that include the following parts of speech:

Example: Noun + verb + adverb = Mary sings well.

1. Interjection + noun + verb + adjective.
2. Noun + verb + preposition + noun.
3. Pronoun + verb + adjectives + noun.
4. Noun + verb + preposition + noun + adverb.
5. Pronoun + verb + noun + conjunction + noun.

<b>Lesson Title:</b> Parts of Speech	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-064	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to identify nouns, verbs and adjectives based on their functions in sentences.

## Overview

There are eight different **parts of speech**: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. They are defined by how they are used and their functions in a sentence.

A word can belong to more than one part of speech, depending on its role in different sentences.

Examples:

- The **rain** made me feel very cold. (noun)
- It **rains** a lot in Canada. (verb)
- Did you bring your **rain** boots? (adjective modifying boots)

## Practice

### Activity 1

State the part of speech of the word printed in bold according to how it is used in the sentence.

1. The pot on the **fire** is boiling.
2. He was **fired** because he was disobedient.
3. The **fire** truck was unable to rescue the boy trapped in the house.
4. Charles has just received a **call** to join his brother in China.
5. The Manager **called** Brima into the office to give him the news.
6. The villagers were not treated well because they were **poor**.
7. The **poor** are often overlooked in decision-making.
8. The farmers did not **produce** much cocoa this year.
9. The **produce** of farmers in neighbouring towns was higher.
10. We were surprised when they **headed** into the meeting together.
11. Abu has a big **head** and he is proud of it.
12. The rooms in the hotel were fully **booked**.
13. The **book** I am reading presently is very boring.

### Activity 2

Identify three words that can belong to more than one part of speech, depending on their role in a sentence. Then write your own example sentences, like those in Activity 1. Identify the part of speech the word is used as for each sentence.

<b>Lesson Title:</b> Listening, Spelling and Dictation	<b>Theme:</b> Listening and Writing
<b>Practice Activity:</b> PHL-09-065	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Learn to spell new words.
2. Write out a passage dictated to you correctly.

## Overview

When you are reading and find a new word, first try to pronounce the word. Then learn how to spell it and learn the meaning of that word. This helps to build your vocabulary and improve your reading and writing skills.

One way to practise spelling is through **dictation**. Dictation is when you write down what you hear.

Here are some ideas that will help you spell new words correctly:

- Write the word down and look carefully at it.
- Divide the word into syllables. Identify the difficult parts of the word and focus on them.
- Think about whether the spelling rules you know apply, or do not apply, to the word.
- Look for hints or clues in the word to help you remember its spelling.
- Say the word to yourself before spelling it.
- Close your eyes and try to picture the word in your mind.
- Test yourself by covering the word and trying to spell it. Then uncover the word to see if you are correct.
- Have someone test you on the words.
- Practise using the new word in your writing.

## Practice

### Activity 1

Ask someone to read the following passage to you slowly. Listen carefully and write down what you hear. After writing the passage, put the two passages side by side to see if what you have written is correct.

#### Micro-organisms

**Micro-organisms** are of various sizes. The smallest are known as **viruses** and cannot be seen with the naked eye except with the use of a **microscope**. Another type of micro-organism is the **protozoan**, of which the malaria **parasite** is the best known.

As is generally known, viruses were the last of the organisms to be discovered, and they have been the object of **intense** study in recent years. Viruses are parasites; that is to say, they **prey** on larger plants and animals whose body they invade. They may attack anything from **bacteria** upwards, but each virus is particular about the type of **host** it chooses to dwell in and about the type of cell it is going to **invade**.

**Activity 2**

Make a list of the words printed in bold in the passage. Use a dictionary to help you determine their meaning.



<b>Lesson Title:</b> Vocabulary (Word Substitution)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-066	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Learn and use new words.
2. Substitute words in a given passage.

### Overview

There are words or phrases that can substitute one another in a text. When we substitute something, it means that we replace one thing with another.

Examples:

- You look pretty today.
- You look beautiful today.
- You look lovely today.
- You look nice today.

There are some rules to follow when substituting words:

- Noun for noun  
Example: He studied the **practice of spying**. (noun)  
Example: He studied **espionage**. (noun)
- Adjective for adjective  
Example: He is **careful not to talk about private matters**. (adjective)  
Example: He is **trustworthy**. (adjective)
- Verb for verb  
Example: They are taught **to express the main ideas in short form**. (infinitive verb)  
Example: They are taught **to summarise**. (verb)
- Adverb for adverb  
Example: The angry spectators rushed **quickly** on to the playing field. (adverb)  
Example: The angry spectators rushed **swiftly** on to the playing field. (adverb)

### Practice

#### Activity 1

From the multiple choice options below, choose the word that can replace the word in bold as it is used in the sentence.

1. His new wife could not **tolerate** his children.
  - a. love
  - b. bear
  - c. coax
  - d. rear

2. The Chairwoman believed her wishes were not **genuine**.
  - a. sincere
  - b. free
  - c. cheap
  - d. happy
3. Olufemi **deserted** his family about ten years back.
  - a. cheated
  - b. dismissed
  - c. disgraced
  - d. abandoned
4. The **aroma** of the food made me feel hungry.
  - a. taste
  - b. blend
  - c. smell
  - d. colour
5. Of all your friends, Aminata is the most **amiable**.
  - a. quarrelsome
  - b. chatty
  - c. clever
  - d. friendly
6. Marie made a big **blunder** by going out all alone so late at night.
  - a. mistake
  - b. risk
  - c. trip
  - d. choice
7. Sebatu appeared very **elegant** in her new dress.
  - a. tall
  - b. fat
  - c. graceful
  - d. happy
8. This mobile phone used in the promotion is **durable**.
  - a. expensive
  - b. affordable
  - c. strong
  - d. slick
9. This man is said to **condone** acts of corruption.
  - a. overlook
  - b. embrace
  - c. stop
  - d. love

10. The manager **eventually** agreed to see me.
- freely
  - finally
  - willingly
  - evenly

### Activity 2

In each of the following sentences, use one word to replace the words printed in bold.

Example: They are taught to **express the main ideas in short form**.

They are taught to **summarise**.

- The children were told to **do what they are told to do**.
- Alcohol is **something that causes damage and injury** to someone's health.
- To our greatest surprise, Isatu **became the wife of** Jacob last November.
- In his poem, there are a lot of **words and phrases that compare something to something else using the words like or as**.
- Every day of last week, we spent several hours **practicing the play in preparation**.
- The school's football team lost the **event in which several schools were playing to find out which was the best**.
- All **of the workers employed in the school** will be going on an outing to Tokeh Village next weekend.

<b>Lesson Title:</b> Adverbs (Position of Adverbs)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-067	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to place adverbs in their correct position in sentences.

## Overview

An **adverb** is a word that modifies or describes a verb, adjective or other adverb. An adverb can take different positions in a sentence. It can go at the beginning, in the middle or at the end. The position of the adverb often depends on what type of adverb it is.

The position an adverb takes in a sentence can change the meaning of that sentence. It can give the sentence double meanings and create confusion. So, it is important to learn how to position an adverb correctly in a sentence.

Examples:

- Clearly, Musa read the letter.  
In this sentence, 'clearly' means 'obviously'.
- Musa read the letter clearly.  
In this sentence, 'clearly' means in an easy to understand way.

## Practice

### Activity 1

Identify the adverbs in each of the following sentences. Take note of the position of the adverbs.

Example: My sister **quickly** entered the house. Adverb: quickly

1. My neighbour's dog barks loudly.
2. It rained heavily last evening.
3. Messi scored the goal easily in the first half.
4. My grandfather died peacefully in his sleep.
5. Samura was extremely quiet when he came back from the Principal's office.
6. The boys smiled at her mischievously.
7. She ran hastily down the steps.
8. The play was very interesting.
9. The message was so long and boring.
10. His version of what happened was not entirely true.

## Activity 2

Use the following adverbs in sentences of your own: too, enough, often, never, seldom, always, sometimes, frequently, hardly, rather.

## Activity 3

From the multiple-choice options given, choose the order of adverbs that correctly completes each sentence below.

1. The teacher dictated the passage \_\_\_\_\_.
  - a. too much fast
  - b. fast too much
  - c. fast much too
  - d. much too fast
2. Your input was not \_\_\_\_\_ for your to share in the glory.
  - a) sufficient enough
  - b) insufficient
  - c) enough
  - d) enough sufficient
3. Bockarie accepted the money \_\_\_\_\_.
  - a) quickly too much
  - b) too much quickly
  - c) much too quickly
  - d) much quickly too
4. With his glasses on, he could see the words \_\_\_\_\_.
  - a) much more clearly
  - b) much clearly more
  - c) clearly much more
  - d) much more clearer
5. He eats \_\_\_\_\_.
  - a) quite rather fast
  - b) rather too fast
  - c) rather very fast
  - d) quite very fast

<b>Lesson Title:</b> Idiomatic Expressions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-068	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Explain idioms and give the meanings of some simple idiomatic expressions.
2. Use idiomatic expressions in writing.

### Overview

An **idiom** is a group of words whose meaning is different from the meanings of the individual words in the group. **Idiomatic expressions** are the kind of language used by particular people at a particular time or place.

To understand an idiom, you need to look at all of the words in the expression and how the expression is used in a sentence.

Examples:

- I told my sister not to tell anyone about our problems but she **let the cat out of the bag**.  
Explanation: The idiom means ‘told a secret by mistake’.
- We planned to play netball today but Fatima was **feeling under the weather** so we cancelled.  
Explanation: The idiom means ‘feeling unwell or sick’.

### Practice

#### Activity 1

Identify the meaning of the idiomatic expressions as used in the following sentences.

Example: Jane **got into hot water** with the Principal last week.

This means that Jane got into trouble with the Principal.

1. He blamed the guards for taking him on a **wild-goose chase**. This means that he blamed the guards \_\_\_\_\_.
2. She often says she will never forget her mother’s advice **to keep something for a rainy day**. This means that her mother advised her to \_\_\_\_\_.
3. It was obvious that the culprits were **shedding crocodile tears**. This means that the culprits were \_\_\_\_\_.
4. They were lucky to have escaped **by the skin of their teeth**. This means that they \_\_\_\_\_.
5. His late uncle was said to **have a heart of gold**. This means that his late uncle was \_\_\_\_\_.

## Activity 2

Match the following idiomatic expressions with their meanings.

- |                         |                                                  |
|-------------------------|--------------------------------------------------|
| 1. out of date          | a. an unbelievable story                         |
| 2. a thorn in the flesh | b. be sad or disappointed                        |
| 3. a tall tale          | c. change for the better                         |
| 4. chicken-hearted      | d. old fashioned                                 |
| 5. see eye-to-eye       | e. something or someone that irritates or annoys |
| 6. a piece of cake      | f. timid or afraid                               |
| 7. turn over a new leaf | g. to be corrupt or interested in bribes         |
| 8. have an itchy palm   | h. Good luck!                                    |
| 9. wear a long face     | i. very easy                                     |
| 10. Break a leg!        | j. have the same opinion/agree                   |

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-069	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to answer objective questions on a comprehension passage.

## Overview

When you sit your BECE examinations, you will be required to answer **objective questions** on text passages. An objective test is a test where the answers are already determined and you need to select the correct answer from a group of answers provided. In your BECE, you will have to read the question, look at the list of possible answers and recognise the correct answer. The possible answers will be multiple-choice (a–d) and only one answer is correct.

When you are answering objective questions, do not forget to:

- Read the question carefully.
- Read the text more than once.
- Read the list of possible answers.
- Look for the answer in the text.

## Practice

### Activity 1

Read the following passage carefully and answer the objective-type questions.

Once, a poor farmer and his wife got a new goose on their farm. The new goose turned out to be special, for she laid eggs made of gold. Every day the goose laid one golden egg, which the couple sold for a nice **chunk** of money. However, the more money they had, the more they wanted. The farmer said to his wife, ‘Since our goose lays golden eggs, she must be made of gold inside. Instead of waiting for an egg each day, why don’t we cut her open and get all the gold at once?’ ‘No, no!’ squawked the goose. ‘Don’t kill me!’ The wife, however, agreed with her husband’s plan, and the goose was slain. Yet, when they looked inside, the couple found no gold. What’s more, once the goose was killed, there were no more golden eggs each day. So that was the end of the couple’s money, and they went back to being poor. Too late they learned this lesson: greedy people can lose everything.

### Objective questions

1. This type of story is called a fable because
  - a. It is a traditional story that never really happened.
  - b. It is a traditional story that happened long ago.
  - c. It teaches a moral lesson and has an animal character.
  - d. It is about a farmer and his animals.



2. What fact of this story is fantasy that could not happen in real life?
  - a. A goose could not lay an egg each day.
  - b. A farmer could not kill a goose.
  - c. A goose could not speak and lay golden eggs.
  - d. Someone could not get rich so quickly.
3. What is the moral lesson of this story?
  - a. The new goose turned out to be special.
  - b. The more money they had, the more they wanted.
  - c. Once the goose was killed there was no more money.
  - d. Greedy people can lose everything.
4. What other lesson does this story teach?
  - a. All that glitters is not gold.
  - b. It is better to have all your riches at once than a little each day.
  - c. It is foolish to harm something or someone that benefits you.
  - d. People need to learn to support themselves and not rely on others.
5. What words can be used in place of 'chunk' in the passage?
  - a. large size
  - b. large amount
  - c. large piece
  - d. large solid

## Activity 2

Read the passage carefully and answer the objective-type questions.

Today was the day, Michelle decided. She would row that boat down the river in less than half an hour, beating her brother's record. Of course, even on a sunny, windless day like today, she knew the task would be difficult. No matter the weather, the river currents were always so strong. Still, Michelle was strong too. She was a very competitive person. She had been practising rowing for months. She knew all the tips for using the oars to achieve speed and smoothness in the water. She had built up the inner strength and mastered her rhythm and breathing. 'I'll show you,' she told her father. 'Girls can be as good athletes as boys.'

### Objective questions

1. Which of the following best describes Michelle's character?
  - a. She has been practising rowing for months.
  - b. She had built up her upper-arm strength.
  - c. She was a very competitive person.
  - d. She knew all the tips for using the oars.
2. From the passage we can also conclude that Michelle is
  - a. Talented but lazy
  - b. Nervous and shy
  - c. Jealous and cruel
  - d. Hardworking and determined

3. Why did Michelle want to row the boat down the river in less than half an hour?
  - a. She wanted to outperform her brother
  - b. She wanted her mother's approval
  - c. She loved the river very much
  - d. She loved to spend time outdoors
4. What did Michelle want to prove?
  - a. It was easy to row a boat.
  - b. Girl athletes can be as good as boy athletes
  - c. Weather is important when rowing a boat
  - d. The river current was strong
5. What did Michelle **not** do in preparation for her task?
  - a. She practised rowing for months
  - b. She told her brother she would beat him
  - c. She mastered her rhythm and breathing
  - d. She built up her upper-arm strength

<b>Lesson Title:</b> Composition	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-070	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to use idiomatic expressions and direct speech in a narrative composition.

## Overview

A **narrative composition** tells a story. Adding direct speech and idiomatic expressions makes a narrative composition more interesting for readers.

Direct speech is the exact words a person says, written in inverted commas.

Examples:

- ‘Go away!’ she shouted.
- ‘What do you want?’ he asked.
- I said, ‘We should go home now.’

An **idiomatic expression** is a group of words whose meaning is different from the meanings of the individual words in the group. All languages and cultures have idioms. To understand an idiom, you need to look at all of the words in the expression and how the expression is used in a sentence.

Examples:

- The teacher **put his foot down**. He would not accept late homework.  
Meaning: to act firmly/say something must stop
- My cousins are always quarrelling, they never **see eye-to-eye**.  
Meaning: to agree

## Practice

### Activity 1

Write a short narrative for each of the idiomatic expressions below. Your narrative should be about 60–80 words long and must include direct speech.

1. Smell a rat: to suspect that something is wrong or someone is trying to trick you
2. Leave no stone unturned: to try every possible solution to achieve something
3. Set the ball rolling: to get something started
4. Build castles in the air: to dream about future success
5. Give somebody the cold shoulder: to ignore someone or treat them in an unfriendly way

Example:

It was in the middle of July. Peter and his friend Musa were returning home from school when Peter **let the cat out of the bag**. He burst out, ‘My mother is having another baby!’ Peter did not look happy about it. ‘Oh really? Is your mother excited?’ asked Musa. ‘No, she says babies **cost an arm and a leg these days**’, Peter replied.

## Activity 2

After you have finished writing your compositions, read them aloud. Check that you have included the following:

- idiom used correctly
- characters and dialogue
- direct speech
- a complete story/idea
- no spelling or grammar errors

<b>Lesson Title:</b> Revision of Question Tags	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-071	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to discuss statements that take negative question tags and those that take positive question tags.

## Overview

**Question tags** are a group of words ending with a question mark. You can add question tags to a statement in order to get the person you are talking with to confirm what you said. We use question tags not only to confirm statements, but also for emphasis.

The rules for forming question tags are:

- If the statement is negative, the question tag should be positive.
- Positive question tag: verb + pronoun + question mark

Examples:

- is she?
- are they?
- is it?

- If the statement is positive, the question tag should be negative.
- Negative question tag: verb + word 'not' as a contraction + pronoun + question mark

Examples:

- can't I? (can not I)
- hasn't it? (has not it)
- don't we? (do not we)

Look at the following examples:

Jane is a school girl,



positive statement

isn't she?



negative tag

Yes, she is.



short answer

John is not the only boy in the class,



negative statement

is he?



positive tag

No, he is not.



short answer

## Practice

### Activity 1

Form question tags for the following statements.

1. Those children are laughing at her.
2. It was he who started the quarrel.

3. Adeline is not really her sister.
4. Her father worries about her behaviour.
5. Siaka did not give away all his lunch.
6. People have not discovered the truth.
7. I cannot object to what he has done.
8. We often fail to do our homework.
9. They couldn't make it on time.
10. There was a dog in the class.

## Activity 2

From the multiple-choice options below, choose the one that best completes each of the following sentences.

1. He has been good all morning, \_\_\_\_\_?
  - a. hadn't he
  - b. wasn't he
  - c. isn't he
  - d. hasn't he
2. That dress belongs to Mary, \_\_\_\_\_?
  - a. doesn't it
  - b. is she
  - c. isn't it
  - d. does it
3. You have not visited your aunt in years, \_\_\_\_\_?
  - a. did you
  - b. is it
  - c. have you
  - d. are you
4. Abigail is indeed very clever, \_\_\_\_\_?
  - a. isn't it
  - b. isn't she
  - c. doesn't she
  - d. does she
5. We should go home now, \_\_\_\_\_?
  - a. we must
  - b. should we
  - c. musn't we
  - d. shouldn't we
6. Father will come along with us, \_\_\_\_\_?
  - a. won't he
  - b. will he
  - c. should he
  - d. shouldn't he

<b>Lesson Title:</b> Present Perfect Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-072	<b>Class:</b> JSS 3



### Learning Outcomes

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

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

### Overview

The **present perfect tense** connects the past and the present. It is used to talk about:

- an action that began in the past and continues to the present or was recently finished  
Example: I **have studied** English.
- an action that will already be finished at some time in the future  
Example: I will return the book to you when I **have finished** it.
- sentences containing expressions of time beginning with 'for' and 'since'  
Example: We **have lived** in Freetown since 2010.

The table below shows you how to form the present perfect tense.

Subject	Positive Sentence	Negative Sentence	Question
I You We They	subject + have + past participle	subject + have not/ haven't + past participle	have + subject + past participle ?
He She It	subject + has + past participle	subject + has not/ hasn't + past participle	has + subject + past participle ?

Remember, for most verbs the past participle is formed the same way as the simple past tense by adding 'ed'. Examples: walk – walked, listen – listened.

The following are exceptions:

Exceptions in Past Participle Spelling When Adding 'ed'	Examples
when a word ends in 'e', only add 'd'	love – loved, like – liked
when a word ends in 'y', drop the 'y' and add 'ied'	hurry – hurried, study – studied
when a word ends in a consonant, double the consonant	travel – travelled, admit – admitted

## Practice

### Activity 1

Write the following verbs in the present perfect tense and then use them in sentences of your own.

1. stop
2. make
3. marry
4. buy
5. speak

### Activity 2

Put the verbs in brackets in the present perfect tense to complete the following sentences.

Example: He lost his book but he \_\_\_ just \_\_\_\_\_ it. (find). He **has** just **found** it.

1. The campus is empty. Everybody \_\_\_\_\_ (go) home.
2. Can you help us? Our car \_\_\_\_\_ (break) down.
3. I can't get into my room. I \_\_\_\_\_ (lose) my keys.
4. Mariama is different now. She \_\_\_\_\_ (change) a lot.
5. I learnt how to sew in school but I \_\_\_\_\_ (forget) it all now.
6. Marie \_\_\_\_\_ (live) in Freetown for four years.

### Activity 3

Write sentences about yourself using the ideas in brackets.

Example: (something you haven't done today) I **haven't eaten** any sweets today.

1. (something you haven't seen today)
2. (something you haven't done today)
3. (someone you haven't seen today)
4. (somewhere you haven't gone today)
5. (something you haven't done recently)



<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-073	<b>Class:</b> JSS 3



### Learning Outcomes

By the end of this lesson, you will be able to differentiate and use 'between', 'among' and 'to' as well as 'through', 'inside' and 'within'.

## Overview

**Prepositions** show the relationship between nouns and pronouns and other words. The table below introduces some prepositions and gives examples.

Preposition	How it is Used	Example
Between	The preposition 'between' is used when you refer to two things or people or groups. Do not use 'between' to refer to more than two people, things or groups.	They walked on the path between the road and the beach.
Among	The preposition 'among' is used to refer to three or more people, things or groups. Do not use 'among' to refer to only two people or things.	We shared the work among the class.
To	The preposition 'to' can be used as a pointer with both singular and plural nouns or pronouns.	Give the books to them. It is time to go to town.
Through	The preposition 'through' indicates a passage or method.	The thieves entered the house through the window. We improve our spelling through practice.
Inside	The preposition 'inside' is used to mean within a place.	The children played inside the house when it rained.
Within	The preposition 'within' is used to mean confinement so there are limitations on movement from a particular place or surrounding.	Pupils must stay within the school compound. Please reply within one week.

## Practice

### Activity 1

Fill in the blanks with one of the following prepositions: 'between', 'among', 'to', 'through', 'inside' or 'within'.

1. I decided \_\_\_\_\_ meet him after school.
2. The cat jumped \_\_\_\_\_ the small hole in the wall.
3. The team was disqualified for not staying \_\_\_\_\_ the boundaries of the field.
4. The cake was shared \_\_\_\_\_ her four sons.
5. We were looking forward \_\_\_\_\_ going on holiday.
6. My seat is found \_\_\_\_\_ Kandeh's seat and the teacher's desk.
7. We saw the missing books lying \_\_\_\_\_ two boxes in the room.
8. We took lunch \_\_\_\_\_ the hotel because of the bad weather.
9. We saw a snake crawl \_\_\_\_\_ a small crack in the room.
10. \_\_\_\_\_ the girls in my class, Massah is my favourite.

### Activity 2

Write your own sentence for each of the following prepositions: 'within', 'to', 'through', 'inside', 'among', 'between'.

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-074	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to recall details and requirements for BECE.

### Overview

The three branches of **English Language Arts for BECE** are: prose, poetry and drama. The first requirement for passing poetry in these exams is to study the details of the poems very well. You are required to answer all ten questions that are asked on the poems. Each poetry question scores 2 marks. The questions are very short and they require very short answers. Some questions require only one answer, but other questions require two answers. If you give two answers to a question that requires only one answer, make sure that both answers are correct. If you give two answers and one of them is incorrect, you will score no mark for that question. In the BECE Poetry examination, you are expected to answer 10 questions on the four poems that you have studied:

- one sonnet – Example: *Drought*
- one descriptive poem – Example: *The Village Schoolmaster*
- two narrative poems – Examples: *Abiku* and *The Blind Boy*

You are expected to know the following:

- the names of the poets
- the themes of the poems
- the literary devices
- the settings of the poems
- the subject matter in the poems
- the meanings of words and expressions in the poems

### Practice

#### Activity 1

Read the poem *Drought* carefully and answer the comprehension questions.

#### *Drought*

By Denys Lefebvre

Heat, all-pervading, crinkles up the soil;  
A deathly silence numbs the molten air;  
On beds of rivers, islands scorched and bare,  
Warm scavengers of wind heap up the spoil;  
And wide-eyed oxen, gaunt and spent with toil,  
Huddled together near some shrunken pool,  
Pant for the shade of trees and pastures cool,  
Lashing their tails at flies they cannot foil.

Whilst overhead, the sun-god drives his way  
Through halting hours of blinding, blazing light,  
Until his shining steeds a moment stay  
And disappear behind the gates of night.  
And still, no rain. A cloudless, starlit sky  
Watches the veld, and all things droop and die.

### Comprehension questions

1. What is the name of the poet?
2. What type of poem is it?
3. What is the main theme of the poem?
4. What is the subject matter of the poem?
5. What is the setting in the poem?
6. List the adjectives used in the poem and the nouns they describe.
7. Pick out and name the literary devices used in the poem.

### Activity 2

Read the poem *Abiku* carefully and answer the comprehension questions.

#### Abiku

By John Pepper Clark

Coming and going these several seasons,  
Do stay out on the baobab tree,  
Follow where you please your kindred spirits  
If indoors is not enough for you.  
True, it leaks through the thatch  
When floods brim the banks  
And the bats and owls  
Often tear in at night through the eaves,  
And at harmattan, the bamboo walls  
Are ready tinder for the fire  
That dries the fresh fish up on the rack.  
Still, it's been the healthy stock  
To several fingers, to many more will be  
Who reach the sun  
No longer then bestride the threshold  
But step in and stay  
For good. We know the knife scars  
Serrating down your back and front  
Like beak of the sword-fish  
And both your ears notched  
As a bondsman to this house,

Are all relics of your first comings.  
Then step in, step in and stay  
For her body is tired,  
Tired, her milk going sour  
Where many more mouths gladden the heart.

### Comprehension questions

1. What is the name of the poet?
2. What type of a poem is it?
3. What is the main theme of the poem?
4. What is the subject of the poem?
5. What is the setting in the poem?
6. Give the meaning of the following words and expressions as used in the poem.
  - a. Kindred spirits
  - b. Eaves
  - c. Tinder

### Activity 3

Read the poem *The Blind Boy* carefully and answer the comprehension questions.

#### The Blind Boy

By Colley Cibber

O SAY, what is that thing call'd light,  
Which I must ne'er enjoy:  
What are the blessings of the sight?  
O, tell your poor blind boy!  
You talk of wondrous things you see,  
You say the sun shines bright,  
I feel him warm, but how can he  
Or make it day or night?  
My day and night myself I make,  
Whene'er I sleep, or play  
And could I ever keep awake  
With me 'twere always day  
With heavy sighs I often hear  
You mourn my hapless woe,  
But sure with patience I can bear  
A loss I ne'er can know.  
Then let not what I cannot have  
My cheer of mind destroy  
Whilst thus I sing, I am a king,  
Although a poor blind boy!

**Comprehension questions**

1. What is the name of the poet?
2. What type of a poem is it?
3. What is the main theme of the poem?
4. What is the subject of the poem?
5. Give the meaning of the following expressions as used in the poem.
  - a. Hapless woe
  - b. Cheer of mind

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-075	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to identify the theme and demonstrate understanding of the content of a poem through questions and answers.

## Overview

The poem *The Village Schoolmaster* by Oliver Goldsmith is a **descriptive poem**. The narrator is the person who tells the story in a poem. In this poem, the narrator is a former pupil of the village schoolmaster. The poem describes the village schoolmaster.

This poem is a part of a longer poem called *The Deserted Village*, which was written a very long time ago in 18th century England. Because the poem is old, it has many words that are unfamiliar. It is important to use context clues to help you understand these words.

The **theme** is the main idea or message in a poem. The central theme of *The Village Schoolmaster* is education. The schoolmaster has a greater level of education than the villagers and they admire him and respect him for his education and his knowledge.

## Practice

### Activity 1

Carefully read the poem and answer the comprehension questions.

#### *The Village Schoolmaster*

By Oliver Goldsmith

A man severe he was, and stern to view;  
I knew him well, and every truant knew;  
Well had the boding tremblers learn'd to trace  
The day's disasters in his morning face;  
Full well they laugh'd, with counterfeited glee,  
At all his jokes, for many a joke had he;  
Full well the busy whisper, circling round,  
Convey'd the dismal tidings when he frown'd;  
Yet he was kind; or if severe in aught,  
The love he bore to learning was in fault;  
The village all declar'd how much he knew,  
'Twas certain he could write, and cipher too;  
Lands he could measure, terms and tides presage,  
And e'en the story ran that he could gauge.  
In arguing too, the parson own'd his skill,

For e'en though vanquish'd he could argue still;  
While words of learned length and thund'ring sound  
Amazed the gazing rustics rang'd around;  
And still they gazed, and still the wonder grew,  
That one small head could carry all he knew.

### **Comprehension questions**

1. How is the village schoolmaster described in the first line of the poem?
2. What could be learned from the village schoolmaster's face?
3. Do you think the people understood his jokes? Give reasons for your answer.
4. What is contrasting about the village schoolmaster's character? (lines 1 and 9)
5. 'The love he bore to learning was in fault'. What does this mean?
6. Why was the village schoolmaster admired by the villagers?
7. List the things the village schoolmaster could do.
8. Why were the villagers amazed at him?

### **Activity 2**

Answer the following questions about the poem.

1. What is the name of the poet?
2. What type of a poem is it?
3. What is the main theme of the poem?
4. What is the subject of the poem?
5. What is the setting in the poem?
6. Give the meaning of the following words and expressions as used in the poem.
  - a. Severe
  - b. Stern
  - c. Truant



<b>Lesson Title:</b> Sentence Structure	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-076	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Identify basic sentence patterns.
2. Identify the subject, predicate, object and complement in sentences.

## Overview

**Sentences** are very important in writing. All our ideas are expressed in sentences, whether we are writing or speaking. Sentences help us say what we want to say or what we want other people to know.

A sentence has different parts. This is called the **sentence structure**. There is a particular way in which these different parts are organised in a sentence. Every sentence has two main parts. The two parts of a sentence are the subject and the predicate:

- The **subject** is what or who the sentence is about.  
Example: **Aminata** kicked the ball. ('Aminata' is the subject)
- The **predicate** tells something about the subject. It is the part of the sentence that contains the verb.  
Example: Aminata **kicked the ball**. ('kicked the ball' is the predicate)

Sometimes the predicate has an **object**. The object is what receives the action of the verb. Example: Aminata kicked the **ball**. (In this sentence 'ball' is the object. The ball receives the action, 'kicked'.)

You can determine the subject, predicate and object by asking these three questions:

- Who or what is the sentence about? (subject)
- What do we know about the subject? What is the verb in the sentence? (predicate)
- Who or what receives the action? (object)

Another sentence part is **subject complements**. These **only follow linking verbs**. The verb 'be' in its different tenses is a linking verb (am, was, will be, has been).

Example: Musa **is a boy**.

In this sentence, 'is' is the linking verb and 'boy' is a complement because it completes the meaning of the subject and the verb. The complement is usually a noun but it can be an adjective.

## Practice

### Activity 1

Identify the subjects and predicates in the following sentences.

1. Emma is on her way to visit her aunty in Kenema.
2. The mangoes on the tree are all ripe.
3. The patient seems to be in a lot of pain.

4. The players exchanged jerseys at the end of the game.
5. We waited a long time for a taxi this morning.
6. I have not been so excited in a long time.
7. The young girl was riding her bicycle alone.

### **Activity 2**

Identify the **subject**, **verb**, **object** and **complement** in each of the following sentences.

Example: Joan is a girl.

Joan – subject; is – verb; a girl – complement.

1. Abdul is eating an orange.
2. We are good pupils.
3. I have a ball.
4. The pineapple is a fruit.
5. The girls in my class shut the door.
6. You are learning Temne.
7. The lion saw the rat.

<b>Lesson Title:</b> Changing Sentences from Active to Passive Voice	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-077	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to express yourself by writing sentences in both the active and passive voices.

## Overview

The **active voice** is when the subject of the sentence is doing the action or causing the action.

Examples:

- The farmer planted some rice seeds.
- Yeama sang a song.

In the first example, the subject 'farmer' does the action of 'planting'. In the second example, the subject 'Yeama' is the doer of the action 'sang'.

The **passive voice** is when the subject is the receiver of the action.

Examples:

- Some seeds were planted by the farmer.
- A song was sung by Yeama.

In the first example, the subject 'farmer' is the receiver of the action, 'planted'. In the second example, the subject 'Yeama' is the receiver of the action, 'sung'.

To change sentences from the active voice to the passive voice:

- Read the sentence.
- Ask the question, 'What did the subject do?'
- Use the appropriate tense of the verb 'to be'.
- Put the preposition 'by' in front of the noun or subject.

## Practice

### Activity 1

Rewrite the following sentences in the passive voice.

Example: My father built this house in 2008. Answer: This house was built by my father in 2008.

1. Somebody cleans the classroom every day.
2. He cancelled the trip because of a lack of money.
3. People do not use this route much.
4. My friend prepared lunch yesterday.
5. Jacob bought a new camera for the occasion.

## Activity 2

Rewrite the following sentences in the active voice.

Example: Many accidents are caused by careless driving. Answer: Careless driving causes many accidents.

1. The meeting was postponed by the committee.
2. A new road is being built by the government.
3. We were advised not to go out at night by the manager of the hotel.
4. The information was given to the police by his neighbours.
5. Some difficult questions were asked during the interview.

## Activity 3

Rewrite the following sentences in a similar way to the example.

Example: They did not give me the information I needed. Answer: I was not given the information I needed.

1. How much will they pay you for the job?
2. Her pupils gave her a present for her birthday.
3. I think they should have offered Tamba some food.
4. Nobody told me about the party.
5. They did not tell the children that their grandfather was in town.

<b>Lesson Title:</b> Revision of Verb Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-078	<b>Class:</b> JSS 3



### Learning Outcomes

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

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

### Overview

The **simple present tense** is used to talk about actions that are happening in the present time or actions that are routine, meaning they happen regularly.

The simple present tense is used to express the following:

- Facts – scientific, historical or geographical

Examples:

- Fire is hot. (scientific fact)
- Freetown is the capital of Sierra Leone. (historical and geographical fact)
- Sierra Leone faces the Atlantic Ocean. (geographical fact)

- Repeated actions, customs and habits

Examples:

- Muslims celebrate Ramadan.
- Christians celebrate Easter.
- He feeds the chickens every day.

- Abilities

Examples:

- She draws very well.
- They study very hard.
- He plays football poorly.

When forming the simple present tense, do not forget to add 's' when the verb is used with 'he', 'she' or 'it'.

Example: I walk, you walk, he walks, she walks, it walks, we walk, they walk.

### Practice

#### Activity 1

Write a different sentence using each of the following verb forms. The sentence you write should express the present tense in brackets.

Example: does (a repeated action)

Answer: Every day after school, Mohamed **does** his homework.

1. is (a general truth)
2. drives (an habitual action)

3. plays (an ability)
4. rings (a repeated action)
5. are (a general truth)

### **Activity 2**

Answer the following questions, using the simple present tense and the adverb in bracket.

Example: When do you get up in the morning? (usually). Answer: I usually get up at 6am.

1. What does your father do on Saturday mornings? (often)
2. What type of books do you read? (sometimes)
3. Where do you and your friends play? (frequently)
4. When do you visit your relatives? (never)
5. What radio programmes do you listen to? (occasionally)

### **Activity 3**

Write a short paragraph about what your family does every Christmas or Ramadan.

<b>Lesson Title:</b> Simple Future and Future Continuous Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-079	<b>Class:</b> JSS 3



### Learning Outcome

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

### Overview

It is important to learn the future tenses because they help us talk or write about things that will happen.

The **simple future tense** is used to talk about actions that have not yet happened but will happen in the future. It uses the helping verb 'will' or 'shall' and a main verb. Remember, 'shall' is only used with 'I' or 'we'. To make a sentence negative, add 'not' between the helping verb and the main verb.

Examples:

- Tomorrow, Mary **will want** more books to read.
- We **shall not sing** at the concert today.

We often use the simple future tense with the verb 'to think' before it.

Example: I **think I shall go** to the airport tomorrow. She **thinks she will go** to the party.

We often use the simple future tense to make a prediction about the future. We are saying what we think will happen.

Example: It will rain tomorrow.

The **future continuous tense** is used to talk about an action that will be happening at a particular time or moment in the future. To form the future continuous tense, we use 'will be' + the continuous ('ing') form of the main verb.

Examples:

- Tomorrow, I **will be starting** work at 2pm.
- Tomorrow, I **will be leaving** work at 6pm.

When we use the future continuous tense, our reader or listener usually knows or understands what time we are talking about.

Example: We will be moving tomorrow.

## Practice

### Activity 1

Complete the following sentences with the verbs in the word bank. Change the verbs to the simple future tense.

Be	come	get	like	live	look	meet
----	------	-----	------	------	------	------

Example: Don't worry about the exams. I'm sure you **will pass**.

1. Why don't you try on the blouse? It \_\_\_\_\_ nice on you.
2. You must meet Jeff sometime. I think you \_\_\_\_\_ him.
3. It is raining. If you go out without an umbrella, you \_\_\_\_\_ wet.
4. Do you think that in the next twenty years people \_\_\_\_\_ longer?
5. Goodbye. I expect we \_\_\_\_\_ again soon.
6. I have invited Bockarie to the party, but I don't think he \_\_\_\_\_.
7. When the new house is finished, my parents \_\_\_\_\_ happy.

### Activity 2

Write the following verbs in the future continuous tense and use them in sentences of your own.

1. finish
2. shop
3. run
4. try
5. take
6. arrive
7. receive

### Activity 3

Complete the following sentences with the simple future tense or future continuous tense of the verb in brackets.

Example: I (see) him next week, so I (talk) to him about it then.

I **will be seeing** him next week, so I **will talk** to him about it then.

1. Will you (come) to the party this evening? If so, I (see) you there.
2. I shall (work) late in the office this evening, so I (not go) home till 10pm.
3. What do you think you (do) at this time next year?
4. When you arrive at the airport, my driver (wait) for you.
5. You (recognise) him easily. He (wear) a dark green suit and yellow tie.
6. My mother (expect) you for dinner tomorrow evening.
7. Please do not come next weekend. I (entertain) some visitors.



<b>Lesson Title:</b> Reading and Understanding Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-080	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to understand the mood of a prose passage.

## Overview

In writing, writers create an atmosphere or **mood**. This is the emotional feeling that a reader has when they read a text. Mood can include emotions like:

- happiness
- unhappiness
- condemnation
- appreciation
- surprise
- disappointment
- anger

## Practice

### Activity 1

Read the following passages carefully and answer the multiple-choice questions.

#### Our Old House

Our old house at Kingtom was the kind of place that makes you dream of living somewhere else. It was drab and old and the neighbourhood was pretty rough. It was always noisy, with petty quarrels and fighting all day long. Every day that we lived there, I dreamed of escaping and going somewhere else.

## Questions

1. From the extract, what does the word 'drab' mean?
  - a. old
  - b. dirty
  - c. dull
2. If the neighbourhood was 'pretty rough', that means it was
  - a. uninteresting
  - b. unpleasant
  - c. ordinary
3. The mood of the passage is
  - a. joy
  - b. unhappiness
  - c. fear

### Holiday Permission

When my sister and I asked our parents for permission to go somewhere different for our holidays this year, we were hoping to visit our cousin in Bo. But our parents agreed to let us visit our paternal grandmother in Kenema. We always spend our holidays with our maternal grandmother, who also lives in Kenema, so going to Kenema is nothing new or exciting. What would we do? I suppose we should be grateful we were granted permission to go on holiday somewhere.

### **Questions**

1. 'Paternal grandmother' refers to
  - a. Your mother's mother
  - b. Your father's mother
  - c. Your grandmother's sister
2. 'What would we do?' What kind of a question is this?
  - a. Rhetorical question
  - b. Indirect question
  - c. Direct question
3. What is the mood of the passage?
  - a. Anger
  - b. Sadness
  - c. Disappointment

### Class Punishment

Mrs Barrie came into our class yesterday and asked that the whole class go out and kneel down in front of the staff room. What had I done wrong? Was I not in class reading a novel? It is so unfair! This is what I do not like about being in class when a teacher is absent. The class can get so noisy that you can barely hear yourself think. Now, I have to kneel down on a stony floor and get my uniform dirty!

### **Questions**

1. Why was the class punished?
  - a. They were reading.
  - b. Their teacher was absent.
  - c. They were noisy.
2. 'It is so unfair!' What was unfair?
  - a. Mrs Barrie coming to the class
  - b. The writer being punished for doing nothing wrong
  - c. Kneeling in front of the staff room
3. Describe the mood of the writer.
  - a. It was one of anger.
  - b. It was one of appreciation.
  - c. It was one of surprise.

<b>Lesson Title:</b> Revision of Informal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-081	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to revise the formal features of informal letters.

## Overview

**Informal letters** are letters you write to family, friends and people you know very well. They are like a conversation – you share information, give news about yourself and ask about the person you are writing to. You may write an informal letter to tell someone about an event or celebration or to ask a special favour. Because informal letters are written to people we know well, the language is informal and friendly. You can include things like slang, jokes and contractions.

The features of an informal letter are:

- sender's address
- date
- salutation/greeting
- introductory paragraph
- body paragraph(s)
- concluding paragraph
- closing
- ending
- sender's name

## Practice

### Activity 1

Imagine that you went on holiday to Makeni and made new friends. Now you are back in Freetown and one of your new friends has written to ask you about your journey back home. You are going to write a letter to him or her describing your journey. Use the outline below to plan your letter.

	(Your address) _____
	(Date) _____
(Greeting) _____,	
(Introductory paragraph) _____	
(Body) _____	
(Concluding paragraph) _____	
	(Closing) _____,
	(Your name:) _____

## Activity 2

Use the outline you completed in Activity 1 to help you write a letter to your new friend, describing your journey back to Freetown.

After you have finished writing your letter, read it carefully to check that you have included the following:

- your address
- date
- salutation/greeting
- introductory paragraph
- body paragraph(s)
- concluding paragraph
- closing
- ending
- your name

<b>Lesson Title:</b> Informal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-082	<b>Class:</b> JSS 3



**Learning Outcome**

By the end of this lesson, you will be able to write a three-paragraph letter using the features of informal letters.

**Overview**

**Informal letters** are friendly letters you write to family, friends and people you know very well. They are like a conversation. The language is informal and you can include things like slang, jokes and contractions.

When writing an informal letter, do not forget to include all of the features of an informal letter. The features are:

- sender’s address
- date
- salutation/greeting
- introductory paragraph
- body paragraph(s)
- concluding paragraph
- closing
- sender’s name

**Practice**

**Activity 1**

Imagine that your sister is away from home attending boarding school in Moyamba. You are going to write a letter to her, telling her about your experiences at home in her absence. First, use the outline below to plan your letter.

(Your address) _____
(Date) _____
(Greeting) _____,
(Introductory paragraph) _____
(Body) _____
(Concluding paragraph) _____
(Closing) _____,
(Your name) _____

## Activity 2

Use the outline you completed in Activity 1 to help you write a letter to your sister telling her about your experiences at home in her absence.

After you have finished writing your letter, read it carefully to check that you have included the following:

- your address
- date
- salutation/greeting
- introductory paragraph
- body paragraph(s)
- concluding paragraph
- closing
- your name

<b>Lesson Title:</b> The Future Perfect Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-083	<b>Class:</b> JSS 3



### Learning Outcome

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

### Overview

The **future perfect tense** is used to discuss actions that will be completed at some time in the future.

Examples:

- After 5 o'clock, the owner **will have locked** the door.
- Once you reach home, father and I **will have gone** to the farm.
- I **shall have walked** to school before sunrise.
- 

The table below explains how to form the future perfect tense and gives examples.

Type of Sentence	How to Form The Future Perfect Tense	Example Sentence
Positive sentence	subject + shall/will + have/has + past participle	He <b>will have been</b> here for three hours by the time you arrive.
Negative sentence	subject + shall/will + not + have/has + past participle	She <b>will not have finished</b> the exam by 3pm.
Question	shall/will + subject + have/has + past participle + ?	<b>Will you have eaten</b> when I pick you up?

### Practice

#### Activity 1

Answer the following questions using the future perfect tense.

Example: Will you have read the novel in two days? Answer: Yes, I will have read the novel in two days.

1. Will he have completed the house in one month?  
Yes, \_\_\_\_\_.
2. Will Mary have finished the exercises before going to bed?  
No, \_\_\_\_\_.
3. Will the visitors have arrived by then?  
No, \_\_\_\_\_.

4. Will the court have made the decision by Monday?  
Yes, \_\_\_\_\_.
5. Will the teacher have marked all these tests before the exams?  
No, \_\_\_\_\_.

### Activity 2

Make questions for the following statements using the future perfect tense.

Example: I will have already eaten when you pick me up.

Question: Will you have eaten when I pick you up?

1. I will have written the letter before you go to the post office.  
\_\_\_\_\_?
2. I shall have left before the meeting ends.  
\_\_\_\_\_?
3. We will have gone home before the storm starts.  
\_\_\_\_\_?
4. He will have forgotten about it by the time his mother comes home.  
\_\_\_\_\_?
5. They will have already finished the movie by the time you arrive.  
\_\_\_\_\_?

### Activity 3

Rewrite the following sentences in the future perfect tense using the negative in brackets.

Example: Mary will have married James by Saturday. (not)

Mary will not have married James by Saturday.

1. The mangoes will have been sold by this time tomorrow. (none)
2. I will have left by 7pm. (not)
3. He will have started the job before the guests arrive. (never)
4. They will have completed the task by April. (not)
5. The girls will have finished bathing by 6:30am. (none)



<b>Lesson Title:</b> Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-084	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to write sentences where adjectives describe nouns and pronouns.

### Overview

**Adjectives** are words that modify nouns and pronouns. They describe or give more information. A **descriptive adjective** adds meaning to the noun or pronoun that it modifies. This kind of adjective describes a noun in detail by giving an attribute to that particular word. These adjectives usually describe things that we can experience through one or more of the five senses – touch, taste, sight, smell and sound.

Examples:

- The **big, black** spider has **eight hairy** legs.
- I love the **pink cotton** dress that my **kind** aunt bought for me.

### Practice

#### Activity 1

Rewrite the following sentences and put the adjectives in their correct order.

Example: In the living room, there was a **wooden** table **beautiful**.

Answer: In the living room, there was a **beautiful wooden** table.

1. We went to the beach on a day lovely sunny.
2. My best friend has a face long thin.
3. I have just seen a big cat fat black.
4. Jane is putting on an ugly dress yellow.
5. He gave her a ring gold nice wedding.
6. Last night, we watched an African old funny movie.

#### Activity 2

Complete the following sentences using the adjectives in the word bank.

Lovely	dusty	well-dressed	delicious	loud	smooth
--------	-------	--------------	-----------	------	--------

1. We heard the \_\_\_\_\_ music from the party.
2. Tania's dresses are smart. She is always \_\_\_\_\_ .
3. Her dress was \_\_\_\_\_ to touch.
4. The teacher brought a \_\_\_\_\_ old book to class.
5. The ice cream we ate was \_\_\_\_\_ .
6. It rained all day yesterday. Today, the weather is \_\_\_\_\_ .

### Activity 3

Identify the adjectives and the nouns they describe in the following sentences.

Example: I read **two new** novels in the past month. (**'two'** and **'new'** are adjectives that describe the noun 'novels')

1. My lovely old aunty knows how to bake Lebanese bread.
2. Fifty young pupils were waiting for their results.
3. My neighbour's new house is brick.
4. This pineapple is juicier than I expected.
5. Do you have orange juice for Kai and his handsome friends?

<b>Lesson Title:</b> Phrasal Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-085	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to use phrasal verbs in sentences and explain their meanings.

### Overview

A **phrasal verb** is a group of words made up of a verb, and a preposition or an adverb. It acts like a single word and usually has a direct object. The meaning of the verb changes when the preposition or adverb is added to it. The meaning of a phrasal verb is different than its individual words.

Examples:

- Break down: stop functioning or working  
The car **broke down** on the road.
- Calm down: relax after being angry or upset  
I had to help Fatu **calm down** after she got into an argument with her brother.
- Dress up: to wear nice clothes  
We will have to **dress up** for the party.
- Cheer up: to become happy after being sad  
She needed to **cheer up** after she lost her favourite book.
- Put off: to postpone  
Dennis fell sick so the family decided to **put off** the trip.
- Come up with: to suggest or bring about an idea  
The teacher asked the class to **come up with** ideas for the festival.

### Practice

#### Activity 1

Complete each of the sentences below using a verb from A in the appropriate tense and a preposition from B. You can use a word more than once.

A

B

fly get go drive look sit speak	away by down on out round up
---------------------------------	------------------------------

1. I have been standing for the past two hours. I'm going to \_\_\_\_\_.
2. A cat tried to catch the bird, but it \_\_\_\_\_.
3. We were trapped in the elevator. We couldn't \_\_\_\_\_.
4. I can't hear you very well. Can you \_\_\_\_\_ please?
5. The cost of living in Freetown is high. Prices have \_\_\_\_\_.
6. I heard some noise, but when I \_\_\_\_\_ nobody was there.
7. The bus was full. We couldn't \_\_\_\_\_.
8. The woman got into her car and \_\_\_\_\_.

## Activity 2

Give the interpretation of the following sentences.

Example: I didn't participate because I was **put off** by Ann-Marie's statement.

Answer: This means that Ann-Marie's statement made me not want to participate.

1. There wasn't anything at home so we decided to **eat out**.

This means that we \_\_\_\_\_.

2. Joshua **fell out with** his father and left home.

This means that Joshua \_\_\_\_\_.

3. The wedding has been **put off** until December.

This means that the wedding \_\_\_\_\_.

4. During the fight, Fatou was encouraging her friend to **calm down**.

This means that Fatou \_\_\_\_\_.

5. Alima was **brought up** by her grandparents.

This means that her grandparents \_\_\_\_\_.

## Activity 3

Use the following phrasal verbs in sentences of your own. The meanings are given below.

Example: Run short – have an inadequate supply of something.

Answer: Jane wanted to make some pancakes but she had **run short** of flour.

1. Pass out – to faint or lose consciousness
2. Go in for – to take part in something (an activity)
3. Cut out for – to have the qualities or abilities needed for something
4. Blow over – to be forgotten
5. Figure out – to understand or solve something

<b>Lesson Title:</b> Book Review	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-086	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to write a review of a novel you have read.

## Overview

A **book review** is a summary of a book that also includes some opinions on the book. A review can be written about any book. It can also be written for other literature such as a play or a collection of poems.

When you summarise a book for a friend or for anyone who has never read that book, you need to include the following information:

- the title of the book
- the name of the author, poet or playwright
- the nationality of the author, poet or playwright
- the publisher
- the year of publication (or the date if it has only just been published)
- important details in the story
- your feelings or attitude towards a character or the story

A book review should include at least three paragraphs. In the first paragraph, write the following information:

- the title of the book
- the author's name and place of birth
- the publisher and the date of publication

In the second paragraph, summarise the important information about the story. Briefly write what the story is about.

In the third paragraph, write about how you feel towards a main character or about the story. Say whether you like or dislike the story. It is important that when you are writing a book review you do not tell the reader the ending or give too much information that could spoil the surprise in a story.

## Practice

### Activity 1

Write a book review of a novel that you have read.

## Activity 2

Check your book review to make sure you have included the following:

- the title of the book
- the name of the author
- the nationality of the author
- the publisher
- the year of publication
- a summary of the story
- your feelings or attitude towards a character or the story
- three paragraphs
- no spelling or grammar errors

<b>Lesson Title:</b> The Use of Articles	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-087	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to use articles as well as countable and uncountable nouns in sentences.

## Overview

**Articles** are adjectives that describe any person, place or thing. There are three articles in English: 'a', 'an' and 'the'. 'A' and 'an' are **indefinite articles**. Indefinite means not clear or without limit.

Examples:

- **A** woman won today.  
The article 'a' woman refers to any woman. It does not specify which woman.
- We waited **an** hour for him to arrive.  
The article 'an' hour refers to any hour. It does not specify which hour.

The indefinite article '**a**' is used **before consonant sounds**.

Example: A tree fell down. ('Tree' starts with a consonant, the letter 't'.)

The indefinite article '**an**' is used **before vowel sounds**.

Example: I gave her an egg for breakfast. ('Egg' starts with the vowel 'e'.)

'The' is a **definite article** that refers to a specific person, place or thing.

Example:

- My uncle owns **the** shop.  
The article 'the' is definite because it refers to a specific shop, not any shop.

Nouns are either countable or uncountable. **Countable nouns** can be quantified. This means that they can be counted. **Uncountable nouns** cannot.

**Countable nouns** can be singular or plural. Example: one mango or two mangoes.

**Uncountable nouns** are always singular. For example, air. You cannot have one air.

Liquids are uncountable but what holds them is countable. For example, you can have tea or a cup of tea (the cup is countable).

'Few' is used with plural countable nouns, and 'little' is used with singular uncountable nouns.

Both 'few' and 'little' refer to the amount of something. 'Few' means 'not many'. Example: The **few** friends that he had are all dead.

'Little' means 'not much' and the emphasis is on the 'smallness'.

Example: The **little** money that he has will hardly feed his family.

'A few' and 'a little' mean some, though not many. This is a greater quantity than 'few' or 'little'.

Examples:

- He has a **few** friends who call to see him quite frequently.
- He has a **little** money and can live quite comfortably on it.

## Practice

### Activity 1

Fill in the blanks with the correct article: 'a', 'an' or 'the'.

1. This morning, I bought \_\_\_\_ newspaper and \_\_\_\_ magazine. \_\_\_\_ magazine is in my bag but I don't know where I put \_\_\_\_ newspaper.
2. I saw \_\_\_\_ accident this morning. \_\_\_\_ car crashed into \_\_\_\_ tree. \_\_\_\_ driver of \_\_\_\_ car wasn't hurt, but \_\_\_\_ car was badly damaged.
3. There are two cars parked outside: \_\_\_\_ blue one and \_\_\_\_ grey one. \_\_\_\_ blue one belongs to us and \_\_\_\_ grey one belongs to my neighbour.
4. My friend lives in \_\_\_\_ old house in \_\_\_\_ small village. There is \_\_\_\_ vegetable garden behind \_\_\_\_ house. I would like to have \_\_\_\_ garden like theirs.
5. There is not \_\_\_\_ airport near where I live. \_\_\_\_ nearest airport is across \_\_\_\_ River Rokel.

### Activity 2

Fill in the blanks with the correct word: 'few', 'little', 'many' or 'much'.

1. After the long break they had \_\_\_\_\_ food left.
2. The widow complained that she did not have \_\_\_\_\_ money.
3. How \_\_\_\_\_ sugar do you need to buy?
4. The teacher was surprised that she received \_\_\_\_\_ complaints when she got back.
5. Very \_\_\_\_\_ pupils knew about the missing phone.
6. We do not need \_\_\_\_\_ time to get the job done.
7. The secretary was reprimanded for making so \_\_\_\_\_ mistakes.
8. Many people were invited but only a \_\_\_\_\_ came.



<b>Lesson Title:</b> Conjunctions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-088	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Answer questions based on the use of correlative conjunctions and the verbs that agree with them.
2. Identify how conjunctions function in sentences.

### Overview

**Conjunctions** are used to join words, phrases and clauses together. There are three main types of conjunctions:

- coordinating conjunctions
- subordinating conjunctions
- correlative conjunctions

**Correlative conjunctions** are used in pairs. They join phrases or words that carry equal importance within a sentence. The correlative conjunction should always agree with the verb in the sentence.

Correlative conjunctions include:

- either \_\_\_ or  
Example: I will drink **either** water **or** juice.
- neither \_\_\_ nor  
Example: **Neither** John **nor** his sister was at school today.
- both \_\_\_ and  
Example: **Both** my mother **and** my father are working in the garden.
- not only \_\_\_ but also \_\_\_  
Example: **Not only** Fatima **but also** Aminata won a scholarship.
- whether \_\_\_ or \_\_\_ (whether \_\_\_ or not \_\_\_ in negative phrases)  
Example: **Whether** you go to Bo **or** Freetown, you need to take a bus. **Whether** you like fish **or not**, you will have to eat it because it is all we have.

### Practice

#### Activity 1

Fill in the blanks with the second part of the correlative conjunction to complete the sentences below.

1. Neither the chair \_\_\_\_\_ the table is in good condition.
2. Both the Principal \_\_\_\_\_ the Science teacher were at the meeting.
3. Whether you eat \_\_\_\_\_, the food is ready.
4. Neither John \_\_\_\_\_ Saidu was surprised when the results were announced.

5. Not only was she asked to introduce the Chairman, \_\_\_\_\_ to give the vote of thanks.
6. Either Musu \_\_\_\_\_ Sorie caused the fight in school yesterday.
7. At the end of the course, you will receive not only the results \_\_\_\_\_ a certificate.
8. Both my sister \_\_\_\_ my brother go to this school.

### Activity 2

State which of the following sentences have correlative conjunctions and identify the correlative conjunctions in those sentences.

Example: **Both** John **and** Mary are my friends.

1. Whether she leaves on time or not, she always comes to school late.
2. I not only washed the dishes but also scrubbed the floor.
3. I wanted a new T-shirt, so I bought one.
4. We enjoyed both our supper and our dessert.
5. He passed his exams well because he studied hard.
6. A lot of things went wrong in spite of our careful plans.
7. Neither Biology nor Geography is easy.
8. He was punished yesterday, yet he came late again today.

<b>Lesson Title:</b> Requirements for Drama for BECE	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-089	<b>Class:</b> JSS 3

**Learning Outcome**

By the end of this lesson, you will be able to recall the details and requirements for the BECE Drama examination.

**Overview**

There are three components of Literature in the BECE examinations – Prose, Poetry and Drama.

A **drama** is a play or another piece of writing that is meant to be performed on stage by actors.

The following are the requirements for the BECE Drama examination:

- There is only one prescribed drama text. It is always a Shakespearean drama.
- You are required to read and understand the entire drama text.
- Questions asked on the Shakespearean text are context questions and objective questions.
- The examination questions require you to identify:
  - figures of speech
  - individual characters
  - the mood or feeling of the speakers or characters
  - settings – namely, the place and time of the actions that take place
  - the main ideas

**Practice****Activity 1**

Read the excerpt from Shakespeare’s play *The Merchant of Venice* Act 1 Scene 1 carefully and answer the multiple-choice questions.

‘In sooth, I know not why I am so sad:  
It wearies me; you say it wearies you;  
But how I caught it, found it, or came by it,  
What stuff ‘tis made of, whereof it was born,  
I am to learn;  
And such a want-wit sadness makes of me,  
That I have much ado to know myself.’

**Questions**

1. Who is the speaker?
  - a. Solanio
  - b. Salarino
  - c. Antonio
  - d. Bassanio

2. Who was he talking to?
  - a. Shylock and Launcelot
  - b. Bassanio and Lorenzo
  - c. Solanio and Salarino
  - d. Morroco and Arragon
  
3. Where were they?
  - a. On a street in Venice
  - b. On a street in Belmont
  - c. In a room in Portia's house
  - d. In front of Shylock's house
  
4. What was the speaker's mood?
  - a. He was angry
  - b. He was sad
  - c. He was disappointed
  - d. He was worried
  
5. In the play, the speaker is also known as
  - a. The Prince of Arragon
  - b. The Duke of Venice
  - c. The Prince of Morocco
  - d. The Merchant of Venice

## Activity 2

Read the excerpt from *The Merchant of Venice* Act 5, Scene 1 carefully and answer the multiple-choice questions.

'Now, by this hand, I gave **it** to a youth,  
A kind of boy, a little scrubbed boy.  
No higher than thyself, the judges clerk,  
A prating boy that begged **it** as a fee:  
I could not for my heart deny **it** him.'

## Questions

1. Who is the speaker?
  - a. Gratiano
  - b. Lorenzo
  - c. Nerissa
  - d. Portia
  
2. What does 'it' in the excerpt refer to?
  - a. A box
  - b. A ring

- c. A casket
  - d. A book
3. Who was disguised as the 'little scrubbed boy'?
- a. Portia
  - b. Nerissa
  - c. Jessica
  - d. Antonio
4. What had the speaker paid for?
- a. A judge's fee
  - b. A pound of flesh
  - c. A trip to Belmont
  - d. A friend's wedding

<b>Lesson Title:</b> Drama: Answering Context Questions	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-090	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to answer context questions from a given passage.

## Overview

When you sit the BECE examinations, there is only one prescribed text for Drama. It is always a Shakespearean drama. A drama is a piece of writing meant to be performed on stage in front of an audience.

In JSS 3, you have to read a whole Shakespearean text. But questions in the BECE examination are set on specific excerpts from the text. You must read and understand the entire text since you do not know where the excerpt will be taken from.

**Context questions** are questions about a particular passage from a piece of prose, a drama or a poem. They are usually used for examinations. In context questions, an excerpt is given and then questions are asked on the situation, circumstance or event surrounding the excerpt. Context questions test your knowledge of the prose, drama or poem and your understanding of the language. If you put something 'in context', you place it in the perspective of the whole situation. When talking about a drama, you need to be able to understand what led up to a particular incident or speech contained in an extract and what came afterwards. This means you need to know the drama well.

In JSS 3, you are required to answer context questions about the following things relating to an excerpt:

- events
- characters
- settings
- figures of speech
- mood

When thinking about the context of an excerpt, consider the following:

- When was the text written?
- What was life like at the time the text was written?
- What or who influenced the writer?
- What political or social influences would there have been at that time?
- Does the examination question give you any clues about the context?

## Practice

### Activity 1

Read the following excerpt from *The Merchant of Venice* Act 2 Scene 3 carefully and answer the multiple-choice questions.

'I am sorry thou wilt leave my father so;  
Our house is hell, and thou **a merry devil**,  
Didst rob it of some taste of tediousness.  
But fare thee, there is a ducat for thee.'

### Questions

1. Who is the speaker?
  - a. Lorenzo
  - b. Jessica
  - c. Portia
  - d. Solanio
2. Who does 'the merry devil' refer to?
  - a. Launcelot
  - b. Old Gobbo
  - c. Morocco
  - d. Antonio
3. What was 'the merry devil' about to do?
  - a. Get married
  - b. Go abroad
  - c. Leave his master
  - d. Become a Christian
4. Who is the speaker's father?
  - a. Bassanio
  - b. Gratiano
  - c. Shylock
  - d. Lorenzo
5. Where is the speaker?
  - a. In a room in Shylock's house
  - b. In a room at Portia's house
  - c. At the Rialto
  - d. On the street

## Activity 2

Read the excerpt from *Kossoh Town Boy* and answer the comprehension questions.

'The more I try to recall the earliest impressions of my childhood, the more surprising the result becomes. I can see myself as a new-born baby, barely a day old, possibly a few hours old, receiving the vigorous attentions of my maternal grandmother.

She sits on a stool in the middle of an airy room, a proud contented look on her face. On the floor beside her is a broad metal basin... This is half-filled with soapy warm water.'

### Comprehension questions

1. Give the full name of the writer of the text.
2. What was the writer about to describe?
3. Why was he able to describe it so well?
4. Name the writer's siblings.
5. When was the text published?
6. Whose history or culture did the writer discuss in the text?



<b>Lesson Title:</b> Revision of Punctuation Marks	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-091	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to use punctuation in sentences and essay writing.

## Overview

**Punctuation marks** are tools writers use to pause, ask questions and express emotions or surprise in writing. Punctuation marks are important because they can help you to organise your ideas when writing. They show you when a complete statement is made, a question is asked or a pause is used.

A **comma** (,) has two main uses:

- It is used to separate certain parts of a sentence, and it may also be used to separate words or groups of words in a list.  
Example: Musa sells cassava, cocoyam, sweet potatoes and groundnuts in the market.
- It may also be used instead of a coordinating conjunction (such as 'and') to separate two or more adjectives.  
Example: Be good, respectful and honest as a businessman. (as 'and' isn't used between the adjectives)

A **full stop** (.) is used to indicate the end of a sentence or a declarative statement.

Example: Jinah is an old friend of mine.

A **question mark** (?) is used after a direct question. Whenever this punctuation is used, it means that the sentence is a question. Example: How often do you pray?

An **exclamation mark** (!) is used after somebody expresses surprise or a strong emotion.

Example: Wow! What a great goal!

A **colon** (:) has two main uses:

- To indicate that a series or a list of items follows in a sentence.  
Example: In the burnt house, we found the following items: one television set, two gas cookers, three standing fans and one generator.
- A colon can be also used to separate an explanation or quotation from an introductory statement.  
Examples:
  - In the words of Shakespeare: 'There is no art to find the mind's construction in the face.'
  - Only one thing stood between the attackers and the defenders: a very thick wall.

## Practice

### Activity 1

Add the missing punctuation marks to the following sentences.

1. Can I use that yellow towel please
2. Wow that girl can sure perform on stage
3. You should take these items with you a lamp a mat a pillow and a sheet
4. After the long walk home Musu was so tired she fell asleep instantly
5. The teacher said to her pupils keep it up you did very well in the exams
6. Have you seen the books I left on your table

### Activity 2

Write five sentences of your own that include at least one example of each of the following punctuation marks:

- comma
- full stop
- colon
- question mark
- exclamation mark

<b>Lesson Title:</b> Listening Comprehension	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-09-092	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to listen to and summarise the main points of a passage or short story.

## Overview

**Listening comprehension** is an important skill in English Language Arts that is different from reading, writing and speaking. Learning to speak a language depends on listening, and listening well makes you communicate effectively. If you do not listen well, you will not be able to speak well.

When you listen to someone speak, it is important to listen attentively because you want to understand what the person is saying. You must also pay attention to what someone is saying because you may have to recall and repeat what you have heard. Each time you listen to someone read a story, for example, you want to understand the meaning of what they are reading.

The following are some strategies for listening:

- Be attentive; pay close and careful attention to what you hear.
- Listen out for the title of the story, the main ideas and any other information that is relevant or connected to the topic.
- Ignore the small details that explain or support the main ideas. This way, you can reduce the amount of information you have to recall or repeat.

## Practice

### Activity 1

Ask someone to read the passage below to you twice. Listen carefully. After the second reading, answer the comprehension questions.

#### Buying and Selling by Consent

Foreigners visiting West Africa for the first time are often unaware of the custom of bargaining when buying or selling. They start off by paying the price asked in the market, and then when they learn from friends that they have paid far too much, they are angry and they feel they have been cheated. Later on, when they know more about the African way of life, they realise that there is no word like 'cheating' in the African market, or, if there is, it is not applied to open negotiations, like bargaining. It is considered perfectly legal for a market woman to ask 5,000 Leones for a fruit worth 2,000 Leones. In fact, she doesn't really think her fruit is worth only 2,000 Leones – she thinks it is worth whatever customers are prepared to pay for it. That is as long as they pay above a certain minimum price so that it is sufficient to give her a profit over and above the price she paid the farmer who produced the fruit. If 5,000 Leones seems a

reasonable price to you and you pay it, she is happy to have found a rich customer and would never dream of telling you that she has been selling the same fruit for 2,000 Leones all day. Bargaining is like buying and selling by consent – both buyer and seller work towards a price that they can happily consent to. Only when a child is sent to the market, or someone equally incapable of bargaining, will the seller consider it a duty to sell at the lowest acceptable price, without bargaining of any kind.

### **Comprehension questions**

1. Why do foreigners feel cheated in West African markets?
2. According to the passage, what is bargaining?
3. When do the traders not bargain?

### **Activity 2**

Ask someone to read the passage below to you twice. Listen carefully. After the second reading, answer the comprehension questions.

#### Among the Pastoral Fulani


The pastoral Fulani value cattle far beyond either their usefulness or their monetary worth. It is cattle ownership that binds them together as a group within the wider Nigerian society. To the owners and their dependants, cattle are the symbol of membership of the group.

The pastoral Fulani family has a large measure of economic independence, with the herd owner as the household head and his sons as the herdsmen. His wife or wives have rights to the milk of all or part of the herd, and in most areas it is the women who do the milking. Their daughters assist in its preparation and marketing. As the family subsists on the herd, so the size of the herd depends on the pastoral skill of the family. Meat is eaten only on ceremonial and ritual occasions, and the cattle are sold only to meet an urgent need for money, principally to pay taxes or fines, or to buy goods.

### **Comprehension questions**

1. What binds the Pastoral Fulani together?
2. What roles do the following play in cattle-rearing:
  - a. The head of the family and his sons
  - b. His wife/wives
  - c. His daughters
3. According to the text, why are cattle sold?

<b>Lesson Title:</b> Avoiding Double Negatives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-093	<b>Class:</b> JSS 3

	<p><b>Learning Outcome</b> By the end of this lesson, you will be able to correct sentences that use double negatives.</p>
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## Overview

A **double negative** is a phrase or sentence where there are two negative words or their compounds, such as ‘no’, ‘not’, ‘never’ or ‘none’. Double negatives create confusion in sentences. It is important to do your best to avoid using them. When you write a sentence containing two negatives, the two negatives make your sentence mean something positive, which might be the opposite of what you are trying to say.

In both spoken and written English, negatives are often contracted or shortened:

- will not – won’t
- is not – isn’t
- do not – don’t
- have not – haven’t
- was not – wasn’t
- did not – didn’t
- could not – couldn’t
- were not – weren’t
- cannot – can’t

The following are examples of sentences with double negatives:

- We do **not** have **no** money. (not contracted)
- We **don’t** have **no** money. (contracted)
- They **cannot** do **nothing** about it. (not contracted)
- They **can’t** do **nothing** about it. (contracted)

There are two easy ways to correct double negatives:

- Remove one of the negatives  
Examples:
  - We do not have money.
  - We have no money.
- Replace one of the negatives with a positive  
Examples:
  - They can do nothing about it.
  - They cannot do anything about it.

## Practice

### Activity 1

Correct the double negatives in the following sentences.

Example: They **can't do nothing** about it.

Answer: They **can't do anything** about it. / They **can do nothing** about it.

1. I did not see nobody in the room.
2. He wasn't nowhere to be found.
3. I cannot do this no more.
4. I don't have no reason to doubt you.
5. We couldn't do nothing about it.
6. She won't never visit her again.

### Activity 2

Write a sentence of your own using each of the following negatives: 'not', 'never', 'nothing', 'nobody', 'no one'. Make sure that none of your sentences have double negatives.

### Activity 3

Identify whether the following sentences are correct. Make corrections to the sentences with mistakes.

1. Gitta is a very quiet girl; she never says nothing.
2. Nobody didn't tell me nothing about the football match.
3. We haven't seen any anacondas in our lifetime.
4. Lahai isn't feeling no better than he was yesterday.
5. The police said that nothing was new in the case.

<b>Lesson Title:</b> Possessive Nouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-094	<b>Class:</b> JSS 3



### Learning Outcome

By the end of this lesson, you will be able to identify possessive nouns and what makes them possessive nouns.

## Overview

A **noun** names a person, animal, place or thing. A noun that shows ownership is called a **possessive noun**.

To form the possessive of a singular noun, add an apostrophe and s ('s) to the end of the noun.

A singular possessive noun shows that one person, place or thing owns something.

Examples:

- the house of Mr Kamara – Mr Kamara's house
- the land of the farmer – the farmer's land
- the books of the pupil – the pupil's books
- the foot of the girl – the girl's foot

To form the possessive of a plural noun, add an apostrophe after the s (s'). But, when a plural noun does not end in 's', add apostrophe and s ('s).

Examples:

- the uniforms of the girls – the girls' uniforms
- the tools of the farmers – the farmers' tools
- the clothes of the children – the children's clothes
- the dresses of the women – the women's dresses

Sometimes, instead of using the possessive form for something belonging to another thing (rather than a person or animal), we use a long form.

Examples: The cover of the book / The book's cover

## Practice

### Activity 1

Rewrite each phrase below using the possessive form of the noun in brackets.

1. The (women) shoes
2. (Mariama) talent
3. The (forest) trees
4. My (mother) recipe
5. The (book) title
6. Mr (James) accident
7. The (children) school fees
8. The (orange) seeds
9. The (boys) speeches
10. Her (cat) tail

## Activity 2

Read each sentence and write a new sentence beginning with the word in **bold** using the possessive form of the noun.

Example: The meeting **tomorrow** has been cancelled. Answer: Tomorrow's meeting has been cancelled.

1. The storm **last night** caused a lot of damage.
2. The only cinema in **Freetown** is at Hotel Bintumani.
3. The compound of **my neighbour** is quite big.
4. The names of **her children** are foreign.
5. The sports page of **the magazine** is widely read.

## Activity 3

Write five of your own sentences using possessive nouns.



<b>Lesson Title:</b> Possessive Nouns and Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-095	<b>Class:</b> JSS 3



### Learning Outcome

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

## Overview

It is important to be able to identify the difference between possessive nouns and possessive pronouns.

A **possessive pronoun** shows who or what owns something. Possessive pronouns never have an apostrophe. The possessive pronouns are: mine, yours, his, hers, ours, theirs.

There are two ways you can use a possessive pronoun:

- A possessive pronoun can take the place of a possessive noun.  
Example: Mr Koroma's book is missing. The missing book is **his**.  
In this sentence, the possessive pronoun 'his' replaces the possessive noun 'Mr Koroma's'.
- Possessive pronouns can stand by themselves.  
Example: The dog is **mine**. In this sentence, the possessive pronoun 'mine' stands alone.

A possessive noun also shows ownership. Possessive nouns have apostrophes.

- Rule: Add an apostrophe and s ('s) to a singular noun to form the possessive.  
Examples: Kate's cake, John's comb
- Rule: Add an apostrophe (') to a plural noun ending with s to form the possessive.  
Examples: the boys' stadium, the teachers' meeting
- Rule: Add an apostrophe and s ('s) to a plural noun not ending with 's'.  
Examples: children's desks, men's shoes

## Practice

### Activity 1

Write a sentence of your own for each of the possessive nouns: 'mine', 'yours', 'his', 'hers', 'ours' and 'theirs'.

### Activity 2

Rewrite the following sentences. Change the possessive nouns to possessive pronouns.

Example: This book is **Mr Kamara's**. This book is **his**.

1. The houses by the stream are my grandfather's.
2. The bag that was stolen was Marion's.
3. The milk is Susan's.
4. The new buses, donated by the government, are the students'.
5. Those shorts are John's.
6. All the cars parked outside are his wives'.

### Activity 3

Rewrite the following sentences using possessive pronouns.

Example: This pencil belongs to me. This pencil is **mine**.

1. Those slippers belong to Musa.
2. The fruits on the table belong to the children.
3. The desks by the door belong to Joyce and Joanna.
4. That plate of snacks belongs to my friend, Martha, and me.
5. Does that pack of crayons belong to you, David?
6. This bouquet of flowers belongs to Jeneba.

<b>Lesson Title:</b> Descriptive Essay	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-096	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to write a descriptive essay about your school using at least three paragraphs.

### Overview

**Descriptive essays** create a clear picture of a person, place, thing or event. They have four elements:

- details that appeal to at least one of the five senses (sight, smell, taste, sound and touch)
- an introduction, body paragraphs and a conclusion
- specific details that give the reader a general feeling about the topic
- figurative language, such as comparing one thing to something else

Descriptive essays can be about people or places. These essays describe the physical appearance and personality of a person or place. They show readers why the subject is special. Descriptive essays can also describe a specific moment the writer remembers. These are called **observations**. Finally, descriptive essays can describe a longer period of time the writer remembers. These are called **remembrances**.

There are three main parts of a descriptive essay:

- The **introduction** presents the general topic. It should begin in an interesting way that makes the reader want to know more.
- The **body** is made up of the middle paragraphs, which describe the topic in detail.
- The **conclusion**, or last paragraph, summarises the points raised in the essay.

### Practice

#### Activity 1

Use the outline below to help you organise your ideas for a descriptive essay about your school.

Topic (What are you writing about?) \_\_\_\_\_

Introduction:

- Information about your school such as its name and location

Body:

- Describe the campus
- Describe the classrooms
- Describe things that you can experience with your five senses

Conclusion:

- Explain why you like your school or do not like your school
- Make suggestions for improving the school

Figurative language (try to include at least one example of figurative language)

## Activity 2

Use the outline you completed in Activity 1 to help you write a descriptive essay about your school. Remember to organise your writing into a clear introduction, body and conclusion. Your essay should be about 200 words.

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

- an introduction that tells the reader what you will describe in the essay and grabs the reader's attention
- descriptive language that relates to one or more of the five senses
- a body that gives an interesting description of your school and includes adjectives and adverbs
- a conclusion that wraps up your essay
- well-organised paragraphs
- no spelling or grammar errors

<b>Lesson Title:</b> Conditional Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-097	<b>Class:</b> JSS 3



### Learning Outcome

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

## Overview

In English, we use the **conditional clause** to talk about something that can or might happen if something else happens. There are four types of conditional clause. All four types use the word 'if':

Formation	When to use	Example
If/when + present tense + present tense	To talk about general truths – things that always happen when another thing happens	If you cut yourself, you bleed.
If + present tense + future tense (will/shall + verb)	To talk about something that could happen and predict what would happen next	If you fall from the roof, you will break your leg.
If + past tense + past tense of will (would)	To talk about an imagined event and predict what would happen next	If I had a degree, I would look for a job.
If + past perfect tense + past perfect tense (would + have + past participle)	To talk about two past actions that never happened	If school had been cancelled, you would have missed class.

## Practice

### Activity 1

Write your own conditional sentences using the sentence formation listed below. Look at the table in the overview if you need help.

Example: If + present tense + future tense

If you **come** early, you **will have** a good seat.

1. If + present tense + future tense
2. If + present tense + present tense
3. If + past tense + conditional tense
4. If + past perfect tense + past perfect tense (would have + past participle)
5. If + past simple tense + past tense
6. If + past perfect tense + past perfect tense (would have + past participle)

## Activity 2

Choose the correct interpretation of the following conditional sentences.

1. If you put plastic on the fire, it melts.
  - a. It is a possibility that plastic melts if heated.
  - b. it is impossible for plastic to melt when heated
  - c. It is a fact that plastic melts when heated.
2. If she receives this message on time, she will save herself a lot of money.
  - a. She received the message on time and saved herself a lot of money.
  - b. She will save herself a lot of money only if she receives this message on time.
  - c. She will save herself a lot of money whether or not she receives the message.
3. If we had known he was telling a lie, we would not have listened to him.
  - a. We listened to him.
  - b. We knew he was telling a lie.
  - c. We did not listen to him.
4. If you had read it well you would have understood it.
  - a. You read it well and you understood it.
  - b. You did not understand because you did not read it well.
  - c. You understood because you read it well.
5. If he had broken the rule he would have been punished.
  - a. He was not punished although he broke the rule.
  - b. He broke the rule and he was punished.
  - c. He did not break the rule and he was not punished.

<b>Lesson Title:</b> Figures of Speech	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-098	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to identify and use figures of speech in sentences – in particular, irony, euphemism and repetition.

## Overview

**Figurative language** is when a group of words means something different from their literal meaning. The literal meaning is what is in the dictionary. **Figures of speech** are types of figurative language. They can make writing more interesting or beautiful. Similes, metaphors and personification are figures of speech we have already studied.

Three more types of figures of speech are **irony**, **euphemism** and **repetition**:

- **Irony** is when a writer or speaker says one thing but means something else. We use it to emphasise something or be funny.  
Example: To say to the tallest boy in the room, 'You are so short.'
- **Euphemisms** are mild words or phrases that replace offensive or unpleasant ones.  
Example: 'He is large' instead of 'he is fat'.  
Example: 'She is a slow learner' instead of 'she is stupid'.
- **Repetition** is when a word, phrase or idea is used multiple times in writing. We use it to emphasise something or create a musical effect.  
Example: Her skin was white — as white as snow.
  - **Assonance** is a type of repetition. It is when we use several words with the same vowel sound.  
Example: The spoon shone in a pool of moonlight. (The 'oo' sound repeats.)
  - **Alliteration** is when we use several words beginning with the same sound.  
Example: The house is high up on a hill. (The 'h' sound repeats.)

## Practice

### Activity 1

Identify the figure of speech used in the following expressions.

1. Her voice is music to my ears.
2. Abigail ran as fast as a deer in the wild.
3. His hand dangled one mile out of his sleeve.
4. Amadu was a tiger in the fight.
5. The moon was smiling down at us.
6. Ousman is clever indeed, having failed his exam the third time.
7. The ragged rascal ran round the rugged rock.
8. She sells seashells on the seashore.
9. Esther cried a bucket of tears when her best friend left.

10. The paramount chief has gone to join his ancestors.
11. The flow is so slow.
12. They are like two peas in a pod.

### **Activity 2**

Write a sentence of your own for each of the following figures of speech: simile, metaphor, personification, alliteration, assonance, euphemism, irony.



<b>Lesson Title:</b> Narrative Composition in the Simple Past Tense	<b>Theme:</b> Writing and Grammar
<b>Practice Activity:</b> PHL-09-099	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to develop the outline of a composition on a given topic in the simple past tense.

## Overview

A **narrative composition** is a story, event or incident that the writer experienced or saw. A narrative composition has the following features:

- It is normally written in the past tense, using informal language.
- It has a title, either underlined or in uppercase letters.
- It uses well-developed, connected paragraphs.
- The introduction explains the reason for or the subject of the composition in an interesting way.
- It uses a mixture of long and short sentences to keep the reader interested.

Narrative compositions are usually written in the past tense. The **simple past tense** is formed by adding 'd' or 'ed' to the end of most verbs.

Examples:

- learn – learned
- walk – walked
- breathe – breathed
- smile – smiled

Some verbs are **irregular**. These verbs do not take 'd' or 'ed' at the end. They change in different ways. You will need to learn and memorise them.

Examples:

- awake – awoke
- do – did
- fall – fell

## Practice

### Activity 1

Use the outline below to plan a 3–4 paragraph narrative composition in the simple past tense about an outing to the beach.

Topic (What is your composition about?):

Setting (Where and when did it take place?):

Characters (Who was involved?):

Plot (What happened?):

### Activity 2

Use the outline you completed in Activity 1 to help you write a narrative composition in the simple past tense about an outing to the beach. Remember to organise your writing into a clear introduction, body and conclusion. Your composition should be about 200 words.

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

- a title
- an introduction that introduces the characters and setting and grabs the reader's attention
- a body that tells what happened that day
- a conclusion that wraps up your composition
- well-organised paragraphs
- no spelling or grammar errors

<b>Lesson Title:</b> Narrative Composition	<b>Theme:</b> Writing and Grammar
<b>Practice Activity:</b> PHL-09-100	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to write a narrative composition on a given topic in the simple past tense.

### Overview

Most **narrative compositions** are written in the past tense. You can form the past tense by following these guidelines:

- For regular verbs, add 'd' or 'ed' to the present tense of the verb.  
Examples: shove – shoved; play – played
- Irregular verbs sometimes stay the same.  
Examples: put – put; cut – cut
- Irregular verbs can also change form.  
Examples: drink – drank; is – was

To begin the narrative composition, choose an event that happened at any time in the past. Use the following organisation:

- In the first paragraph, explain how the incident began. Introduce the setting and discuss the main character.
- In the second paragraph, describe the incident. Explain what happened and how people reacted.
- In the third paragraph, explain how the incident ended. Include any lessons that people learned.

For example, this is a narrative composition called 'The Disobedient Daughter':

In a village called Baoma in Sierra Leone, there lived a beautiful girl called Bintu. She was beautiful, but she was also very vain. She refused to marry a man who was not her equal in beauty. Many men proposed to marry her, but she refused them.

One day, a very handsome stranger came to the village. When he met Bintu, he proposed marriage to her. She was impressed by his beauty; it matched her own. She accepted the offer. Later, after the marriage, she and her husband left for the young man's village. On the way, the husband turned into a snake and chased Bintu. She ran, terrified, back to her home village. Along the way she fell and cut her face, spoiling her beauty.

## Practice

### Activity 1

Use the outline below to plan a narrative composition on the topic of a stubborn child.

Topic (What is your composition about?):

Setting (Where and when did it take place?):

Characters (Who was involved?):

Conflict (What was the problem?):

Moral/lesson learnt (What did the main character learn from the experience?):

### Activity 2

Use the outline you completed in Activity 1 to help you write a narrative composition titled 'A Stubborn Child'. Remember to organise your writing into a clear introduction, body and conclusion. Your composition should be about 200 words.

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

- an introduction that introduces the characters and setting and grabs the reader's attention
- a body that explains the problem and the events
- a conclusion that shares a lesson
- well-organised paragraphs
- no spelling or grammar errors

## Answer Key- JSS 3 Term 2

<b>Lesson Title:</b> Continuous Reading of Prose
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<b>Practice Activity:</b> PHL-09-051
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### Activity 2

As soon as the wheels were fixed on the box, / Gibril took it wherever he was sent, / pushing it around the village. // 'Look at my lorry,' / he said to everyone. / 'I've got a lorry.' //

'That isn't a lorry,' / someone said. // 'Lorries carry goods. / Where are your goods?' //

<b>Lesson Title:</b> Continuous Reading of Prose (Continuation)
-----------------------------------------------------------------

<b>Practice Activity:</b> PHL-09-052
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### Activity 1

1. true
2. false
3. false
4. true
5. false
6. true
7. false
8. true
9. false
10. false

### Activity 2

1. Proud – the hare
2. Greedy – the hare
3. Kind – the elephant
4. Selfish – the hare
5. Deceitful – the hare
6. Brave – the lion
7. Thin – the hare
8. Friendly – the elephant
9. Foolish – the elephant
10. Mean – the hare

### Activity 3

1. Vainly – in a proud or self-regarding way
2. Cheers – shouts of joy, support or praise
3. Fate – the events in life that are beyond our control; destiny
4. Outsmart – gain advantage over somebody by acting in a clever way
5. Retrieve – to get something back

Example sentences:

1. Isatu behaved **vainly** when she was praised for running the race well.
2. During the race, there were **cheers** from every corner of the stadium.
3. No one could understand the **fate** she met after such a victory.
4. A young man of 20 was able to **outsmart** the professor at the market.
5. Fortunately, he was able to **retrieve** his documents but not the money

<b>Lesson Title:</b> Revision of Adverbs
<b>Practice Activity:</b> PHL-09-053

### Activity 1

1. The baby held on to his mother's hand **gently**.
2. **Soon** after he entered the room, he fell asleep.
3. I have an appointment to visit the dentist **next Friday**.
4. The cat crept **quietly** into the kitchen and sat **contentedly** by the window.
5. He looked **everywhere** for his keys but he couldn't find them.
6. The house she wanted to visit could not **easily** be found.
7. The headmaster asked us to see him **later**.

### Activity 2

1. Does Musa play football every weekend?
2. Diana speaks Mende quite well.
3. Everybody enjoyed the party very much.
4. Why did you come home late?
5. We walked around the town all morning.
6. Please write your name at the top of the page.
7. Sarah drives her children to school every day.
8. We found some interesting books in the library.

### Activity 3

1. Musu is **always** very pleasant.
2. We **never** found the missing dog.
3. I called Tom **immediately** after hearing the news.
4. She **hurriedly** ate her breakfast and she went out.
5. The old man stood **somewhere** near the newly-built hospital.

<b>Lesson Title:</b> Oral Descriptive Composition
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<b>Practice Activity:</b> PHL-09-054
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### Activity 1

Example description:

The person I admire most is my English Language teacher, Mrs Marie Bangura. She lives with her husband and four children in Freetown. She is about forty years old. She studied English Language and French at the University of Sierra Leone.

Mrs Bangura is 5 feet 5 inches tall and she is fair in complexion. She has long black hair, which she braids all the time. She has brown eyes that are big and bulging. This is why some of my classmates say you can never hide from Mrs Bangura. She seems to see and know whatever tricks her pupils are up to. Her cheeks are rosy and plump because she is a very fat woman.

My English teacher dresses simply, often in nice blouses or skirts. She never puts on high heeled shoes. I heard her once say she likes to be comfortably dressed in school because she has to be active for her pupils.

Mrs Bangura is my favourite teacher because she teaches us very well. A lot of pupils improve in the way they write and speak English when in her class. She is also very understanding and kind. I would like her to always be my English teacher.

### Activity 2

Your description should include the following:

- Introduce your friend: the name of your new friend, his/her age, where he/she lives, who he/she lives with and his/her class
- The physical appearance of your friend: their height, size, complexion and facial features
- Your friend's character or personality: what kind of a person is he/she, what does he/she like or dislike?
- How you feel about your friend: what do you like about him/her or why do you admire him/her?

<b>Lesson Title:</b> Phrasal Verbs
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<b>Practice Activity:</b> PHL-09-055
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### Activity 1

1. c   2. d   3. c   4. a   5. d

### Activity 2

1. The meeting was **called off** because of the holiday.  
This means that the meeting was **cancelled**.
2. By the time the teacher came to our class, the noise had **died down**.  
This means that the noise had **reduced/stopped**.

3. Jeneba **fell out** with her best friend over a piece of pie.  
This means that Jeneba **quarreled/argued** with her best friend.
4. The patients were asked to **hold on** a while longer.  
This means that the patients were asked to **wait** a while longer.
5. While working at the bank, Mustapha was able to **put away** some money.  
This means that Mustapha was able to **save** some money.

### Activity 3

1. Set out – to begin a journey  
Example: Last week, we **set out** very early as we wanted to get there before dark.
2. Pull through – survive an illness or big challenge  
Example: John was able to **pull through** and go back to work.
3. Hold back – control oneself or prevent something  
Example: When he saw his long lost friend, he couldn't **hold back** his tears.
4. Get over – forget or recover from  
Example: Hassan was quick to **get over** the loss of his dog.
5. Come about – happen or occur  
Example: We all wondered how this problem **came about**.

<b>Lesson Title:</b> Speech Writing
<b>Practice Activity:</b> PHL-09-056

### Activity 1

Example outline:

1. Family background: The new Chairman of our company was born some 50 years ago in eastern Sierra Leone to a wealthy farmer.
2. Educational background: He attended Kings and Queens Primary School, the Methodist Boys Secondary School and later proceeded to Njala University College. He graduated with a Bachelor of Science Degree in 1993. He now holds a Master's Degree in Biochemistry.
3. Career/profession: Our Chairman previously worked at the Ministry of Marine Resources as a Biochemist. He has written many articles on marine biology, and he has a wealth of experience.
4. Status in society: He is a respected gentleman in society. He is well-known for his humour and charm. He is happily married with three beautiful children.
5. Name of Chairman: Ladies and Gentlemen, I present to you, Mr Momodu Conteh.



## Activity 2

Example speech:

Distinguished guests, ladies and gentlemen, I greet you all. I am happy to stand here tonight to introduce to you our new chairman.

He was born some 50 years ago in eastern Sierra Leone to a wealthy farmer. He attended Njala University College and graduated with a Bachelor of Science Degree in 1993. He now holds a Master's Degree in Biochemistry. He previously worked at the Ministry of Marine Resources as a biochemist. He has written many articles on marine biology, and he has a wealth of experience. He is a respected gentleman in society. He is well-known for his humour and charm. He is happily married with three beautiful children.

Ladies and gentlemen, I present to you our new Chairman, Mr Momodu Conteh. I thank you for your attention.

<b>Lesson Title:</b> Oral Presentation
<b>Practice Activity:</b> PHL-09-057

## Activity 1

Example outline:

1. Chairman of the Board of Governors, members of the board, representatives from the Ministry of Education, guest principals, distinguished ladies and gentlemen
2. welcome the audience to the prize-giving ceremony
3. at Methodist Girls' High School
4. songs and plays
5. scholarships and books

## Activity 2

Example speech:

Chairman of the Board of Governors, members of the board, representatives from the Ministry of Education, guest principals, distinguished ladies and gentlemen, I want to warmly welcome you to our annual prize-giving ceremony at the Methodist Girls' High School.

It is our pleasure to welcome you all, especially our parents and guardians. The time you will spend with us this afternoon will be rewarding, and I can assure you that you will not regret joining us.

Prize-giving ceremonies have always been a part of our school's tradition. Every year, pupils get the opportunity to show their talents on stage. This year, you will definitely enjoy the songs and plays that will be performed today. Also, hard work is going to be rewarded as deserving pupils receive their prizes. There will be many prizes awarded today, such as scholarships, books and other rewards.

Mr Chairman, distinguished ladies and gentlemen, I am pleased to welcome you to this prize-giving ceremony. Thank you for coming and for your attention.

<b>Lesson Title:</b> Revision of Direct and Indirect Speech
<b>Practice Activity:</b> PHL-09-058

### Activity 1

1. Mary told Helen not to wait for her if she was late.
2. The old woman told me to mind my own business.
3. Father told us not to shout as he was trying to get some sleep.
4. The teacher told the pupils to hurry up and finish their exercise.
5. John asked me to please get him a box of chocolates from the supermarket.

### Activity 2

1. Last week, Jacob asked Susan if she would marry him.
2. The visitor asked the farmer whether his goat eats rice.
3. The man asked his neighbour if he had seen his dog.
4. The children asked whether ghost stories are true.
5. The doctor asked what I had eaten for breakfast that morning.

### Activity 3

1. Mahmoud was driving too fast, so I **asked him to please slow down.**
2. Jacqueline was worried about the situation, so I **told her not to worry and that everything was going to be fine.**
3. I couldn't move the box alone, so I **asked Joe if he would give me a hand.**
4. I must eat healthy meals, so I **asked whether yams are more nutritious than cassava.**
5. The customs officer **told me to please open my bag.**
6. Saffa was going home for the weekend, so I **told him to say hello to his parents for me.**

<b>Lesson Title:</b> How to Use 'Wh' Questions
<b>Practice Activity:</b> PHL-09-059

### Activity 1

1. Ekwefi was suffering so much because she had borne ten children and nine of them had died in infancy.
2. The cause of Ekwefi's suffering was losing her children in infancy (usually before the age of three).
3. She bore ten children.
4. A woman's crowning glory, according to the passage, is the birth of her children.
5. The naming ceremony was done seven market weeks after the birth of the child.
6. Ozoemena's name means, 'May it not happen again'.
7. Onwumbiko died in his fifteenth month.
8. The name of Ekwefi's husband was Okonkwo.
9. He consulted the medicine man after the death of Ekwefi's second child.
10. An 'Ogbanje' is a child who, when it dies, enters its mother's womb to be born again.

## Activity 2

Example questions:

1. **Who** is Martha's best friend?
2. **How** long have you been reading this book?
3. **What** was the visitor offered?
4. **How** did the choir sing the school hymn?
5. **What** (material) is your school bag made of?
6. **Where** was the stolen car found?
7. **When** did the fire incident occur?
8. **How** did the headmistress feel about the performance of the school's football team?/ **What** was the headmistress pleased about?
9. **Why** didn't she listen to the guest speaker's speech?
10. **Whose** mathematical set was stolen?

<b>Lesson Title:</b> Listening to Local or International Radio Programmes
<b>Practice Activity:</b> PHL-09-060

## Activity 1

Example answers:

Five advantages of listening to the radio are:

1. Radio programmes give us a lot of new information.
2. Listening to the radio brings you closer to everyday events in the world.
3. It informs the listener about current issues.
4. Listening to the radio educates us.
5. Radio programmes are a source of entertainment for listeners.

## Activity 2

1. The main idea in the passage is waste in Freetown.
2. Flooding in the city occurs because the gutters are tiny. Flooding occurs because people empty their waste in the gutters at night.
3. Answers will vary. Example answer: Litter makes the environment have a bad smell and it spoils the beauty of the environment. Its dirt can help to spread disease.
4. Answers will vary. Example answers:  
In my area, it is the same. People even collect litter in sacks and leave them on the roadside.
5. In my area, this is not so. People collect their waste and deposit it in dump sites. My area is clean because waste management trucks move around daily and collect garbage. Answers will vary.  
Example answer: There should be sensitisation on the radio and television about the dangers of filth and litter. Heavy fines must be paid by anyone caught littering the streets. A lot more people should be employed to collect garbage.

**Lesson Title:** Formal Letters

**Practice Activity:** PHL-09-061

### Activity 1

Example letter:

25 Smythe Street,  
Congo Town  
Freetown  
3<sup>rd</sup> June 2018

The Councillor,  
Constituency 112,  
Freetown

Dear Sir,

Lack of Recreational Facilities in My Area

I write to complain about the lack of recreational facilities in the Congo Town community. We, the young people in the community, do not have a centre where we can go at the weekends or in our spare time to play games and practise sports. The talents of the young people in the community are not celebrated.

Sir, we are kindly asking that you build a centre for games and sports where young people will be able to spend time relaxing and having fun. The old football field by the Municipal School can be repaired and so too can the basketball court by the Cotton Tree.

We look forward to your favourable response.

Yours faithfully,  
(signature)  
Florence Kuyembeh  
Chairperson,  
Congo Town Youth Club

## Activity 2

Example letter:

	Methodist Girls' High School Wilberforce Freetown 12 <sup>th</sup> March 2018
The Chairperson, Board of Governors, Methodist Girls' High school Wilberforce Freetown	
Dear Madam,	
A REQUEST FOR FURNITURE IN THE SCHOOL	
I am Esther J Cole, the Head Girl of the school, and I am writing to request an adequate supply of desks and chairs for the school.	
There is a lack of good furniture in the school and the pupils in JSS 1, JSS 2 and JSS 3 are complaining about this. For example, in a class of forty pupils there are usually only thirty good desks and chairs. Most of the furniture is damaged. This causes pupils to fight over furniture before classes.	
We are requesting that a number of new desks and chairs be made and that the broken ones be repaired quickly so that the pupils will have somewhere comfortable to sit while they are stying.	
On behalf of the pupils of this school, I thank you.	
	Yours faithfully, (signature) Esther J Cole Head Girl, Methodist Girls' High School

**Lesson Title:** Formal Letters

**Practice Activity:** PHL-09-062

### Activity 1

Example letter:

Government Secondary Technical School,  
Congo Cross,  
Freetown  
16<sup>th</sup> May 2018

The Marketing Manager,  
Talking Drums Studio,  
Barthurst Street,  
Freetown

Dear Madam,

**REQUEST FOR A MONTHLY SUPPLY OF `DRUM CALL` MAGAZINE**

I write to request that a monthly supply of *Drum Call Magazine* be delivered to the above address every month.

The pupils of this school took part in an essay competition organised by your magazine last month, and we won the competition. Our entries were posted in your magazine and a copy was sent to the school. It was put in the library. That was how we fell in love with your magazine.

We are kindly requesting that you supply a total of fifty copies to the school each month. We will pay you for the magazines each month.

Please let us know if this proposal is acceptable to you as soon as possible.

Yours faithfully,  
(signature)  
Hawa James  
Librarian's Assistant

## Activity 2

Example letter:

	35 Hanga Road Kenema 23 <sup>rd</sup> June 2018
The Principal, Bannerman High School Segbwema PO Box 222 Dear Sir,	
<u>Application for the position of a teacher of English Language</u>	
I am writing in response to your advertisement in the <i>Daily Mail</i> newspaper. I would like to apply for the position of English Language teacher at your school.	
I am a graduate of Fourah Bay College, University of Sierra Leone. I hold a Bachelor of Arts Degree in English Language and French and a Diploma in Education.	
Teaching English Language at the JSS level is my passion, and I have been doing that for the past five years since I graduated from the university. I would be very happy if given the opportunity to teach at your school as I am impressed by its reputation.	
The following people have agreed to serve as my referees and can confirm my experience, teaching skills and dedication:	
Mr Momodu Mansaray Senior Lecturer Department of Linguistics Fourah Bay College	Mrs Musu Kpange Assistant Deputy Registrar University of Sierra Leone
Please find attached copies of my certificates and my Curriculum Vitae. I hope my application will be favourably considered.	
	Yours faithfully, (signature) Hawa Koker (Ms)

<b>Lesson Title:</b> Parts of Speech
<b>Practice Activity:</b> PHL-09-063

### Activity 1

Example answers:

1. Nouns – book, Freetown, chair
2. Pronouns – I, us, them
3. Adjectives – brave, poor, careful
4. Verbs – sings, playing, shouted
5. Adverbs – secretly, quickly, carefully
6. Prepositions – under, on top of, above
7. Conjunctions – but, so, and
8. Interjections – Wow! Oh! Superb!

### Activity 2

1. Many pupils of this school are not **polite**.
2. Fatou's mother sells vegetables in the **market**.
3. **They** say the land belonged to their forefathers.
4. **Hurray!** Our team won the match.
5. I heard some **nice** songs on the radio this morning.
6. No matter how **sweetly** she sings, the baby will not stop crying.
7. I love chocolate cakes **but** I shouldn't eat them.
8. **Margaret** scored the best mark in the Biology test.

**Adjective**  
**Noun**  
**Pronoun**  
**Interjection**  
**Adjective**  
**Adverb**  
**Conjunction**  
**Noun**

### Activity 3

Example sentences:

1. Interjection + noun + verb + adjective  
Wow! The dress is beautiful.
2. Noun + verb + preposition + noun  
The teacher is writing on the board.
3. Pronoun + verb + adjectives + noun  
I love my new bag.
4. Noun + verb + preposition + noun + adverb  
John comes to school every day.
5. Pronoun + verb + noun + conjunction + noun  
They bought blouses and skirts.



<b>Lesson Title:</b> Parts of Speech
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<b>Practice Activity:</b> PHL-09-064
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### Activity 1

1. noun
2. verb
3. adjective
4. noun
5. verb
6. adjective
7. noun
8. verb
9. noun
10. verb
11. noun
12. verb
13. noun

### Activity 2

Example sentences:

1. Test
  - We have a **test** on Monday. (noun)
  - I am going to **test** your knowledge of the book. (verb)
2. Brick
  - The building is made of **brick**. (noun)
  - He lives in a **brick** house. (adjective)
3. Address
  - The speech will **address** our problems. (verb)
  - What is your **address**? (noun)

<b>Lesson Title:</b> Listening, Spelling and Dictation
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<b>Practice Activity:</b> PHL-09-065
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### Activity 2

1. Micro-organism: a very small living thing that you can only see under a microscope
2. Viruses: living things, too small to be seen without a microscope
3. Microscope: an instrument used in scientific study for making very small things look larger so that you can examine them carefully
4. Protozoan: a very small living thing, usually with only one cell, that can only be seen under a microscope

5. Parasite: a small animal or plant that lives on or inside another animal or plant and gets its food from it
6. Intense: extreme or serious and often involving a lot of action in a short time
7. Prey: an animal that is hunted, killed and eaten by another animal
8. Bacteria: the simplest and smallest form of plant life
9. Host: an animal or a plant on which another animal or plant (parasite) lives and feeds
10. Invade: to enter (something/somewhere) in order to take control of it

<b>Lesson Title:</b> Vocabulary (Word Substitution)
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<b>Practice Activity:</b> PHL-09-066
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### Activity 1

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

### Activity 2

1. The children were told to **obey/behave**.
  2. Alcohol is **harmful** to someone's health.
  3. To our greatest surprise, Isatu **married** Jacob last November.
  4. In his poem, there are a lot of **similes**.
  5. Every day of last week, we spent several hours **rehearsing**.
  6. The school's football team lost the **competition**.
- All **staff** will be going on an outing to Tokeh

<b>Lesson Title:</b> Adverbs (Position of Adverbs)
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<b>Practice Activity:</b> PHL-09-067
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### Activity 1

1. My neighbour's dog barks **loudly**.
2. It rained **heavily** last evening.
3. Messi scored the goal **easily** in the first half.
4. My grandfather died **peacefully** in his sleep.
5. Samura was **extremely** quiet when he came back from the Principal's office.
6. The boys smiled at her **mischievously**.
7. She ran **hastily** down the steps.
8. The play was **very** interesting.
9. The message was **so** long and boring.
10. His version of what happened was not **entirely** true.

### Activity 2

Example sentences:

1. I was **too** tired to eat my dinner.
2. The young trader was kind **enough** to help the old man across the road.

3. I **often** hear people say, 'Learning is better than silver and gold'.
4. He **never** takes his dog out for a walk.
5. I **seldom** visit my aunt in the village.
6. Mbalu **always** says thank you when she is given something.
7. They **sometimes** bathe in the river.
8. The garbage trucks come by **frequently**.
9. She **hardly** noticed when we left the room.
10. I'd **rather** walk home than steal someone's money.

### Activity 3

1. d   2. a   3. c   4. a   5. b

<b>Lesson Title:</b> Idiomatic Expressions
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<b>Practice Activity:</b> PHL-09-068
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### Activity 1

1. This means that the guards **led him on a useless journey**.
2. This means that her mother advised her **to save some money for a time when it may be really needed**.
3. This means that the culprits were **pretending to be sorry**.
4. This means that they **narrowly** escaped.
5. This means that his late uncle was **kind and generous**.

### Activity 2

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

<b>Lesson Title:</b> Comprehension
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<b>Practice Activity:</b> PHL-09-069
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### Activity 1

1. c   2. c   3. d   4. c   5. B

### Activity 2

1. c   2. d   3. a   4. b   5. b

<b>Lesson Title:</b> Composition
<b>Practice Activity:</b> PHL-09-070

### Activity 1

Example compositions:

1. Smell a rat

Jeneba and Musu watched Andrew go into Fatou's bag and take out a bag of sweets. He shared the packet of sweets Fatou had bought for her younger sisters with the class. Then Fatou walked into the classroom and everyone stopped eating the sweets and looked at her. She looked around the room and felt uncomfortable. Fatou said, 'I **smell a rat!**' The class laughed.

2. Leave no stone unturned

One evening, Bisi was getting ready to do her assignment that was due to her teacher the next day, but she could not find her glasses. She called out to her brother, 'Sam, Sam, have you seen my glasses?' She asked her mother, 'Have you seen my glasses?' But they did not know where her glasses were. She started looking all over the house. Bisi wanted to find them and she would **leave no stone unturned**.

3. Set the ball rolling

In the examination hall, our teacher was about to **set the ball rolling** when the Principal came in to make an announcement. 'Good morning, my dear pupils,' he said. 'Good morning, sir,' we all grumbled back. 'I am here to tell you that this morning's paper has been postponed because thieves broke into my office last night and carted away all the examination papers.' We did not know how we should feel – happy or sad.

4. Build castles in the air

Amanda is my friend but she likes **to build castles in the air**. Last weekend, we had a party to attend and she said to me, 'We should visit Madame Wokie and have her design our outfits.' I said to her, 'You know she is very expensive and we cannot afford it.' But she continued. 'You know we can just ask our parents for the money and they will give it to us.' I just walked away because we already know they cannot pay for designer dresses.

5. Give somebody the cold shoulder

Marie told me last night that Sarah has been **giving her the cold shoulder**, but I didn't quite believe her until I saw it happen. Marie and I were in the canteen having our lunch when Sarah walked in. I greeted her first. 'Hello, Sarah, how are you today?' 'I'm fine,' she said, 'How are you?' When Marie greeted her, she just walked away.

<b>Lesson Title:</b> Revision of Question Tags
<b>Practice Activity:</b> PHL-09-071

### Activity 1

1. Those children are laughing at her, **aren't they?**
2. It was he who started the quarrel, **wasn't it?**
3. Adeline is not really her sister, **is she?**
4. Her father worries about her behaviour, **doesn't he?**
5. Siaka did not give away all his lunch, **did he?**
6. People have not discovered the truth, **have they?**

7. I cannot object to what he has done, **can I?**
8. We often fail to do our homework, **don't we?**
9. They couldn't make it on time, **could they?**
10. There was a dog in the class, **wasn't there?**

### Activity 2

1. d    2. a    3. c    4. b    5. d    6. a

<b>Lesson Title:</b> Present Perfect Tense
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<b>Practice Activity:</b> PHL-09-072
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### Activity 1

1. Stop – have/has stopped  
It **has stopped** raining.
2. Make – have/has made  
The Principal **has made** it possible for us to enjoy good food during lunch.
3. Marry – have/has married  
She **has married** her best friend.
4. Buy – have/has bought  
I **have bought** myself a new pair of shoes.
5. Speak – have/has spoken  
They **have just spoken** on the phone.

### Activity 2

1. The campus is empty. Everybody **has gone** home.
2. Can you help us? Our car **has broken** down.
3. I can't get into my room. I **have lost** my keys.
4. Mariama is different now. She **has changed** a lot.
5. I learnt how to sew in school but I **have forgotten** it all now.
6. Mary **has lived** in Freetown for four years.

### Activity 3

Example sentences:

1. I have not seen my pet since morning.
2. I have not read my notes today.
3. I have not seen James in class today.
4. I have not gone to the canteen today.
5. I have not played cards for two weeks.

<b>Lesson Title:</b> Prepositions
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<b>Practice Activity:</b> PHL-09-073
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### Activity 1

1. I decided **to** meet him after school.
2. The cat jumped **through** the small hole in the wall.
3. The team was disqualified for not staying **within** the boundaries of the field.

4. The cake was shared **among** her four sons.
5. We were looking forward **to** going on holiday.
6. My seat is found **between** Kandeh's seat and the teacher's desk.
7. We saw the missing books lying **between** two boxes in the room.
8. We took lunch **inside** the hotel because of the bad weather.
9. We saw a snake crawl **through** a small crack in the room.
10. **Among** the girls in my class, Massah is my favourite.

### Activity 2

Example sentences:

1. Sarah was able to finish the test **within** one hour.
2. I will go **to** town tomorrow.
3. She entered the house **through** the back door.
4. The pigs are kept **inside** the pen.
5. Auntie Ruth couldn't find her ring **among** her jewellery.
6. I walked **between** John and Mary.

<b>Lesson Title:</b> Poetry
<b>Practice Activity:</b> PHL-09-074

### Activity 1

1. The name of the poet is Denys Lefebvre.
2. The poem is a sonnet. It is a descriptive poem.
3. The theme of the poem is the effects of drought on nature.
4. The subject of the poem is drought.
5. The setting of the poem is a tropical land that experiences rainfall (Africa).
6. All-pervading (heat); deathly (silence); scorched and bare (islands); warm (scavengers); wide-eyed, gaunt, spent, huddled (oxen); shrunken (pool); cool (pastures); halting (hours); blinding, blazing (light); shining (steeds); cloudless, starlit (sky)
7. Alliteration ('blinding, blazing', 'droop and die'); metaphor ('sun-god', 'Warm scavengers of wind'); personification ('the sun-god drives his way', 'A cloudless, starlit sky Watches the veld').

### Activity 2

1. The name of the poet is John Pepper Clark.
2. It is a narrative poem.
3. The theme of the poem is reincarnation.
4. The subject of the poem is an abiku, a child who dies and returns to its mother's womb to be born again.
5. The setting is an African village.
6. Example definitions:
  - a. Kindred spirit – family and relatives (with similar background, culture and abikus)
  - b. Eaves – the lower edges of a roof that stick out over the walls
  - c. Tinder – dry material, such as wood or grass, that burns easily

### Activity 3

1. The name of the poet is Colley Cibber.
2. It is a narrative poem.
3. The theme of the poem is blindness.
4. The subject matter is the attitude of a young man who is blind.
5. Example definitions:
  - a. Hapless woe – unfortunate problem or woe
  - b. Cheer of mind – happiness

<b>Lesson Title:</b> Poetry
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<b>Practice Activity:</b> PHL-09-075
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### Activity 1

1. He is described as severe and stern.
2. The day's disaster, what had gone wrong, could be learned from his face.
3. No, the people do not understand the jokes he made. I know this, because, 'they laughed with counterfeit glee'.
4. He was severe and stern yet he was also kind.
5. 'The love he bore to learning was in fault' means that he loved learning very much, to a fault.
6. He was admired because he was knowledgeable about a lot of things.
7. He could tell jokes. He could write. He could cipher. He could gauge and measure lands. He could argue well. He uses big and high-sounding words.
8. The villagers were amazed at him because his one small head could carry all he knew.

### Activity 2

1. The name of the poet is Oliver Goldsmith.
2. It is a descriptive poem.
3. The theme of the poem is education.
4. The subject is a village schoolmaster.
5. The setting of the poem is a village.
6. Example definitions:
  - a. Severe: extremely harsh or strict
  - b. Stern: serious and often disapproving (a difficult person)
  - c. Truant: someone who stays away from school without permission

<b>Lesson Title:</b> Sentence Structure
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<b>Practice Activity:</b> PHL-09-076
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### Activity 1

Identify the subjects and predicates in these sentences.

1. Emma – subject  
is on her way to visit her aunty in Kenema – predicate
2. The mangoes on the tree – subject  
are all ripe – predicate

3. The patient – subject  
seems to be in a lot of pain – predicate
4. The players – subject  
exchanged jerseys at the end of the game – predicate
5. We – subject  
waited a long time for a taxi this morning – predicate
6. I – subject  
have not been so excited in a long time – predicate
7. A young girl – subject  
was riding her bicycle alone – predicate

### Activity 2

- |                                     |                      |                          |
|-------------------------------------|----------------------|--------------------------|
| 1. Abdul – subject;                 | is eating – verb;    | an orange – object       |
| 2. We – subject;                    | are – verb;          | good pupils – complement |
| 3. I – subject;                     | have – verb;         | a ball – object          |
| 4. The pineapple – subject;         | is – verb;           | a fruit – complement     |
| 5. The girls in my class – subject; | shut – verb;         | the door – object        |
| 6. You – subject;                   | are learning – verb; | Temne – object           |
| 7. The lion – subject;              | saw – verb;          | the rat – object         |

<b>Lesson Title:</b> Changing Sentences from Active to Passive Voice
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<b>Practice Activity:</b> PHL-09-077
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### Activity 1

1. The classroom is cleaned every day.
2. The trip was cancelled because of a lack of money.
3. This route is not used much by people.
4. Lunch was prepared yesterday by my friend.
5. A new camera was bought by Jacob for the occasion.

### Activity 2

1. The committee postponed the meeting.
2. The government is building a new road.
3. The manager of the hotel advised us not to go out at night.
4. His neighbours gave the police the information.
5. They asked some difficult questions during the interview.

### Activity 3

1. How much will they pay you for the job?  
How much will you be paid for the job?
2. Her pupils gave her a present for her birthday.  
She was given a present by her pupils for her birthday.
3. I think they should have offered Tamba some food.  
I think Tamba should have been offered some food.
4. Nobody told me about the party.  
I was not told about the party by anybody.
5. They did not tell the children that their grandfather was in town.  
The children were not told that their grandfather was in town.



<b>Lesson Title:</b> Revision of Verb Tenses
<b>Practice Activity:</b> PHL-09-078

### Activity 1

Example sentences:

1. The earth is round.
2. My uncle usually drives very fast.
3. Andre plays the guitar well.
4. The telephone normally rings when we are all at home.
5. Bananas are harvested all year round.

### Activity 2

Example answers:

1. My father often goes jogging on Saturday mornings.
2. I sometimes read mystery novels.
3. We frequently play on the field by the stream.
4. I never visit my relatives.
5. I occasionally listen to news hour on the BBC.

### Activity 3

Example paragraph:

I love Christmas because there is always a lot to eat and drink. Early on Christmas Day, my family goes to church. At church, we enjoy singing Christmas carols. After church, we return home. Mother prepares lunch. All of the children help her. We always eat yam and pepper soup on Christmas Day. When lunch is ready, we all eat together. After lunch, we pack our bags and go to the beach. There also we have a good time eating, drinking and having fun. Later, we relax in the sitting room. Everyone plays games and listens to music.

<b>Lesson Title:</b> Simple Future and Future Continuous Tenses
<b>Practice Activity:</b> PHL-09-079

### Activity 1

1. Why don't you try on the blouse? It **will look** nice on you.
2. You must meet Jeff sometime. I think you **will like** him.
3. It's raining. If you go out without an umbrella, you **will get** wet.
4. Do you think that in the next twenty years people **will live** longer?
5. Goodbye. I expect we **will meet** again soon.
6. I have invited Bockarie to the party, but I don't think he **will come**.
7. When the new house is finished, my parents **will be** happy.

### Activity 2

Example sentences:

1. I don't think this race **will be finishing** any time soon.
2. By this time next month, we **will be shopping** for school uniforms.
3. My friend **will be running** for president of the science club.

4. For the next two weeks, they **will be trying** to get the job done.
5. We **will be taking** our BECE next July.
6. Mary **will be arriving** in Kono by this time tomorrow.
7. Musu **will be receiving** an award during the prize-giving ceremony.

### Activity 3

1. **Will you be coming** to the party this evening? If so, I **will see** you there.
2. I **shall be working** late in the office this evening, so I **will not be going** home till 10pm.
3. What do you think you **will be doing** at this time next year?
4. When you arrive at the airport, my driver **will be waiting** for you.
5. You **will recognise** him easily. He **will be wearing** a dark green suit and yellow tie.
6. My mother **will be expecting** you for dinner tomorrow evening.
7. Please do not come next weekend. I **will be entertaining** some visitors.

<b>Lesson Title:</b> Reading and Understanding Prose
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<b>Practice Activity:</b> PHL-09-080
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### Activity 1

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

<b>Lesson Title:</b> Revision of Informal Letters
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<b>Practice Activity:</b> PHL-09-081
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### Activity 1

Example outline:

(Your address) <u>10 Black Hall Road,</u> <u>Freetown</u> (Date) <u>20<sup>th</sup> February 2018</u>
(Greeting) <u>Dear Kadiatu,</u> (Introductory paragraph) <u>Thank you for your letter. How are you? I'm writing to tell you about my journey home.</u> (Body) <u>We drove back in my uncle's car. There were four of us in the back seat. I sat by the window. There was lots of construction. We were hot. We got hungry and my uncle bought us chicken.</u> (Concluding paragraph) <u>How is life in Makeni? Are you ready for school? Write back soon.</u>
(Closing) <u>Your friend,</u> (Name) <u>Musu</u>

## Activity 2

Example letter:

10 Black Hall Road,  
Freetown  
20<sup>th</sup> February 2018

Dear Kadiatu,

Thank you for your letter, which I enjoyed reading very much. How are you doing and how is life in Makeni? I hope all is well and that you're doing fine. I'm writing you this letter to tell you about my journey back home.

We all piled into my uncle's car for the journey home to Freetown. There were four of us squashed on the back seat. We set off at 6am so that we could avoid the heat. There is no air conditioning in the car, so by the time we reached Freetown we were all sweaty!

The journey was interesting. I was lucky because I was sitting by the window so I could look at the different places we passed. There was a lot of work being done on the road so sometimes we had to go very slowly. Then when we got close to Freetown, there was too much traffic. We were all so hungry, so my uncle pulled over and bought us some chicken. Everyone was happy eating for the rest of the drive.

What have you been doing? Are you ready to go back to school? I hope to hear from you soon.

Your friend,  
Musu

**Lesson Title:** Informal Letters

**Practice Activity:** PHL-09-082

### Activity 1

Example outline:

	(Your address) <u>22 Hanga Road,</u> <u>Kenema</u>
	(Date) <u>23<sup>rd</sup> February</u> <u>2018</u>
(Greeting) <u>Dear Mariama,</u>	
(Introductory paragraph) <u>How are you? How is school? I miss you. Let me tell you about life at home since you left.</u>	
(Body) <u>I am lonely. I miss you. I have to do more chores. There is nobody to play with and talk to. I cook and babysit.</u>	
(Concluding paragraph) <u>I can't wait for you to come back. We have a wedding to go to in Bo. Our cousin is getting married. Write me soon.</u>	
	(Closing) <u>Your sister,</u> (Your name) <u>Nyallay</u>

### Activity 2

Example letter:

	22 Hanga Road, Kenema 23 <sup>rd</sup> February 2018
Dear Mariama, How are you doing? How is boarding school in Moyamba? Home is fine, but I miss you very much. I decided to write and tell you what has been happening since you left. I'm a bit lonely. Without you at home, there is nobody to talk to and play with. Mother and father are busy, and the other family members are too young. I don't want to play cars with Samuel. I would rather chat with you. Also, there is more work for me now that you're not here. I have to watch our little brothers and help with the cooking. You know how much I dislike cooking! I even miss your friends. They used to come over to visit you, but of course now that you are gone they don't visit. I can't wait for the next holidays when you'll be back again! Also, did you hear the news? Our cousin Sarah is getting married and we are all going to go to Bo for the celebration. Everyone is excited. I'll let you know more about it in my next letter. I miss you. Please write back soon.	
	Your sister, Nyallay

<b>Lesson Title:</b> The Future Perfect Tense
<b>Practice Activity:</b> PHL-09-083

**Activity 1**

1. Yes, he will have completed the house in one month.
2. No, she will not have finished the exercises before going to bed.
3. No, they will not have arrived by then.
4. Yes, the court will have made the decision by Monday.
5. No, the teacher will not have marked all these tests before the exams.

**Activity 2**

1. Will I have written the letter before you go to the post office?
2. Will I have left before the meeting ends?
3. Will we have gone home before the storm starts?
4. Will he have forgotten about it by the time his mother comes home?
5. Will they have already finished the movie by the time you arrive?

**Activity 3**

1. None of the mangoes will have been sold by this time tomorrow.
2. I will not have left by 7pm.
3. He will never have started the job before the guests arrive.
4. They will not have completed the task by April.
5. None of the girls will have finished bathing by 6:30am.

<b>Lesson Title:</b> Adjectives
<b>Practice Activity:</b> PHL-09-084

**Activity 1**

1. We went to the beach on a **lovely sunny** day.
2. My best friend has a **long thin** face.
3. I have just seen a **big fat black** cat.
4. Jane is putting on an **ugly yellow** dress.
5. He gave her a **nice gold wedding** ring.
6. Last night, we watched a **funny old African** movie.

**Activity 2**

1. loud
2. well-dressed
3. smooth
4. dusty
5. delicious
6. lovely

**Activity 3**

1. My **lovely old** aunty knows how to bake **Lebanese** bread.
2. **Fifty young** pupils were waiting for their results.
3. My neighbour's **new** house is **brick**.
4. This pineapple is **juicier** than I expected.
5. Do you have **orange** juice for Kai and his **handsome** friends?

<b>Lesson Title:</b> Phrasal Verbs
<b>Practice Activity:</b> PHL-09-085

### Activity 1

1. I have been standing for the past two hours. I'm going to **sit down**.
2. A cat tried to catch the bird, but it **flew away/got away**.
3. We were trapped in the elevator. We couldn't **get out**.
4. I can't hear you very well. Can you **speak up** please?
5. The cost of living in Freetown is high. Prices have **gone up**.
6. I heard some noise, but when I **looked around/looked out** nobody was there.
7. The bus was full. We couldn't **get on/sit down**.
8. The woman got into her car and **drove away**.

### Activity 2

1. There wasn't anything at home so we decided to **eat out**.  
This means that we ate at a restaurant.
2. Joshua **fell out with** his father and left home.  
This means that Joshua quarrelled with his father.
3. The wedding has been **put off** until December.  
This means that the wedding has been postponed or delayed.
4. During the fight, Fatou was encouraging her friend to **calm down**.  
This means that Fatou told her friend to relax and not to get angry.
5. Alima was **brought up** by her grandparents.  
This means that her grandparents raised her or looked after her as a child.

### Activity 3

Example sentences:

1. When my grandmother heard the news, she **passed out**.
2. We couldn't believe Samba didn't **go in for** the competition.
3. Ousman was **cut out for** the job.
4. Soon, this news of her stealing the money will **blow over**.
5. We could not **figure out** the Math problem, so we asked the teacher for help.

<b>Lesson Title:</b> Book Review
<b>Practice Activity:</b> PHL-09-086

### Activity 1

Example book review:

The title of the novel is *Things Fall Apart*. It is written by a famous Nigerian author called Chinua Achebe. The novel was published by Heinemann in 1958.

The story is about life in Nigeria among the Igbo people in the village of Umuofia before colonialism, before the British came to West Africa. It also talks about the arrival of Europeans to a new land with its own religion and education. It talks of how the Igbo people of Umuofia first rejected the ways of the British and how their own culture started to fall

apart when some people started accepting the ways of the white man. The main character in the novel is Okonkwo.

I liked the story very much because I got to understand the culture of a different tribe and also what happened so many years ago. The character I admire most is Okonkwo because he had great strength. It was said that no one ever defeated him in a fight. I recommend reading this interesting novel.

<b>Lesson Title:</b> The Use of Articles
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<b>Practice Activity:</b> PHL-09-087
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### Activity 1

1. This morning, I bought **a** newspaper and **a** magazine. **The** magazine is in my bag but I don't know where I put **the** newspaper.
2. I saw **an** accident this morning. **A** car crashed into **a** tree. **The** driver of **the** car wasn't hurt, but **the** car was badly damaged.
3. There are two cars parked outside: **a** blue one and **a** grey one. **The** blue one belongs to us and **the** grey one belongs to my neighbour.
4. My friend lives in **an** old house in **a** small village. There is **a** vegetable garden behind **the** house. I would like to have **a** garden like theirs.
5. There is not **an** airport near where I live. **The** nearest airport is across **the** River Rokel.

### Activity 2

1. After the long break they had **little** food left.
2. The widow complained that she did not have **much** money.
3. How **much** sugar do you need to buy?
4. The teacher was surprised that she received **many/few** complaints when she got back.
5. Very **few** pupils knew about the missing phone.
6. We do not need **much** time to get the job done.
7. The secretary was reprimanded for making so **many** mistakes.
8. Many people were invited but only **a few** came.

<b>Lesson Title:</b> Conjunctions
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<b>Practice Activity:</b> PHL-09-088
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### Activity 1

1. Neither the chair **nor** the table is in good condition.
2. Both the Principal **and** the Science teacher were at the meeting.
3. Whether you eat **or** not, the food is ready.
4. Neither John **nor** Saidu was surprised when the results were announced.
5. Not only was she asked to introduce the Chairman, **but also** to give the vote of thanks.
6. Either Musu **or** Sorie caused the fight in school yesterday.
7. At the end of the course, you will receive not only the results **but also** a certificate.
8. Both my sister **and** my brother go to this school.

### Activity 2

1. **Whether** she leaves on time **or not**, she always comes to school late.
2. I **not only** washed the dishes **but also** scrubbed the floor.
3. None
4. We enjoyed **both** our supper **and** our dessert.
5. None
6. None
7. **Neither** Biology **nor** Geography is easy.
8. None

<b>Lesson Title:</b> Requirements for
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<b>Practice Activity:</b> PHL-09-089
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### Activity 1

1. c   2. c   3. a   4. b   5. D

### Activity 2

1. a   2. b   3. b   4. a

<b>Lesson Title:</b> Drama: Answering Context Questions
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<b>Practice Activity:</b> PHL-09-090
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### Activity 1

1. b   2. a   3. c   4. c   5. A

### Activity 2

1. The full name of the writer is Robert Benjamin Ageh Wellesley-Cole.
2. He was about to describe his first bath.
3. He could describe it so well because he witnessed the same being done to his younger brothers and sisters.
4. His brothers were Arthur and Wilfred and his sisters were Phoebe and Irene.
5. The text was published in 1960.
6. The writer discusses the history and culture of the Krios.

<b>Lesson Title:</b> Revision of Punctuation Marks
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<b>Practice Activity:</b> PHL-09-091
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### Activity 1

1. Can I use that yellow towel, please?
2. Wow! That girl can sure perform on stage.
3. You should take these items with you: a lamp, a mat, a pillow and a sheet.
4. After the long walk home, Musu was so tired she fell asleep instantly.
5. The teacher said to her pupils: 'Keep it up, you did very well in the exams.'
6. Have you see the books I left on your table?



### Activity 2

Example sentences:

1. Please, don't ask me any more questions.
2. My friends had a nice time at the party.
3. I looked into his box and I found the following: some nails, some screws and a hammer.
4. Do you think that is important now?
5. Ouch! This pot is very hot.

<b>Lesson Title:</b> Listening Comprehension
<b>Practice Activity:</b> PHL-09-092

### Activity 1

1. Foreigners feel cheated because they pay high prices for goods.
2. According to the passage, bargaining is buying and selling by consent.
3. Traders do not bargain when a child (or someone equally incapable of bargaining) is sent to the market.

### Activity 2

1. Cattle ownership binds the pastoral Fulani together.
2. Roles:
  - a. The head of the family and his sons are herdsmen.
  - b. His wife or wives milk the cattle.
  - c. His daughters prepare and market the milk.
3. Cattle are sold to meet an urgent need for money.

<b>Lesson Title:</b> Avoiding Double Negatives
<b>Practice Activity:</b> PHL-09-093

### Activity 1

1. I did not see anybody in the room. / I saw nobody in the room.
2. He wasn't anywhere to be found. / He was nowhere to be found.
3. I cannot do this anymore. / I can do this no more.
4. I don't have any reason to doubt you. / I have no reason to doubt you.
5. We couldn't do anything about it. / We could do nothing about it.
6. She will never visit her again. / She won't ever visit her again.

### Activity 2

Example sentences:

1. I am **not in any** mood to play football today.
2. I **will never** go to the zoo again; that lion scared me to death.
3. We **had nothing** else to say after he told us the truth.
4. **Nobody was** at home when we arrived.
5. **No one is** to blame for bad behaviour.

### Activity 3

1. Gitta is a very quiet girl; she never says **anything**.
2. Nobody **told** me **anything** about the football match.
3. Correct.
4. Lahai isn't feeling **any** better than he was yesterday.
5. Correct.

<b>Lesson Title:</b> Possessive Nouns
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<b>Practice Activity:</b> PHL-09-094
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### Activity 1

1. The women's shoes
2. Mariama's talent
3. The forest's trees/The trees of the forest
4. My mother's recipe
5. The book's title/The title of the book
6. Mr James' accident
7. The children's school fees
8. The orange's seeds/The seeds of the orange
9. The boys' speeches (for more than one boy; For one boy, it would be the boy's speeches)
10. Her cat's tail

### Activity 2

1. Last night's storm caused a lot of damage.
2. Freetown's only cinema is at Hotel Bintumani.
3. My neighbour's compound is quite big.
4. Her children's names are foreign.
5. The magazine's sports page is widely read.

### Activity 3

Example sentences:

1. The children's toys are in the box.
2. My uncle's vegetable garden is very large.
3. The teachers' decision made the pupils angry.
4. James's family joined them for supper.
5. I took a ride on my sister's bicycle.

<b>Lesson Title:</b> Possessive Nouns and Pronouns
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<b>Practice Activity:</b> PHL-09-095
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### Activity 1

Example sentences:

1. This bicycle is **mine** and I love it.
2. Are you sure these boots are **yours**, Bakarr?
3. That red shirt is **his**.

4. That friend of **hers** is so annoying.
5. The food in the kitchen was **ours**.
6. The beautiful shop down the road is **theirs**.

### Activity 2

1. The houses by the stream are **his**.
2. The bag that was stolen was **hers**.
3. The milk is **hers**.
4. The new buses, donated by the government, are **theirs**.
5. Those shorts are **his**.
6. All the cars parked outside are **theirs**.

### Activity 3

1. Those slippers are **his**.
2. The fruits on the table are **theirs**.
3. The desks by the door are **theirs**.
4. That plate of snacks is **ours**.
5. Is that pack of crayons **yours**, David?
6. This bouquet of flowers is **hers**.

<b>Lesson Title:</b> Descriptive Essay
<b>Practice Activity:</b> PHL-09-096

### Activity 1

Example outline:

Topic: My School

Introduction:

- Information about your school
  - Methodist Girls' High School
  - founded in 1880
  - JSS and SSS girls' school
  - Wilberforce in Freetown

Body:

- Describe the campus
  - good size, pretty, lots of trees and flowers, birds sing
- Describe the classrooms
  - storied classroom blocks, every pupil has their own desk
- Describe things that you can experience with some or all of the five senses at your school
  - smell food cooking, smell flowers, hear birds singing

**Conclusion:**

- Explain why you like your school or do not like your school
  - I like being in a girls' school
  - I like my uniform
  - I like my friends and my teachers
- Make suggestions for improvement
  - old sports facilities could be improved

Figurative language: flowers smell as nice as perfume

**Activity 2**

Example descriptive essay:

My School is the Best School

I am glad to say I love my school. It is called Methodist Girls' High School and it is in Freetown. It was founded in 1880 and is one of the oldest schools in Sierra Leone. It is both a junior and senior secondary school for girls. I think it is nice to study at a girls' school.

The campus is a good size, with many trees that give shade. My friends and I like to sit under the trees in the afternoons. We can hear the birds sing and feel the breeze when it is hot.

There are flowers too, which smell as lovely as perfume and make the campus look pretty.

There are many different classes for JSS and SSS. The classrooms are well organised, and there are not too many pupils in one room. The kitchen is clean and organised too. In the morning, we can smell lunch being prepared as we study.

I love my school. I like the purple uniforms, which make us look smart. My classmates are my friends and you can hear girls chatting and laughing around the campus. The teachers are patient and kind. The only thing I would change is the sports facilities, which are a bit old. There is no place I would rather study.

**Lesson Title:** Conditional Clauses

**Practice Activity:** PHL-09-097

**Activity 1**

Example sentences:

1. If they leave home on time, they will not be late for school.
2. If you heat ice, it melts.
3. If I was your sister, I would be annoyed.
4. If we had waited a little longer, we would have seen the parade.
5. If Jane was hardworking, she would pass BECE.
6. If this test had not been cancelled, I would have scored excellent marks.

**Activity 2**

1. c    2. b    3. a    4. b    5. C

<b>Lesson Title:</b> Figures of Speech
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<b>Practice Activity:</b> PHL-09-098
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### Activity 1

1. Her voice is music to my ears. – metaphor
2. Abigail ran as fast as a deer in the wild. – simile
3. Amadu was a tiger in the fight. – metaphor
4. The moon was smiling down at us. – personification
5. Ousman is clever indeed, having failed his exam the third time. – irony
6. The ragged rascal ran round the rugged rock. – alliteration
7. She sells seashells on the seashore. – alliteration/assonance
8. The paramount chief has gone to join his ancestors. – euphemism
9. The flow is so slow. – assonance
10. They are like two peas in a pod. – simile

### Activity 2

Example sentences:

1. Simile – Joseph’s face is as black as night.
2. Metaphor – After her father died, her life was hell.
3. Personification – The walls have ears.
4. Alliteration – Two tutors tooted a tune.
5. Assonance – In May, they may make some hay.
6. Euphemism – Their father passed away. (He died.)
7. Irony – The bench is so smooth with its rough surface.

<b>Lesson Title:</b> Narrative Composition in the Simple Past Tense
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<b>Practice Activity:</b> PHL-09-099
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### Activity 1

Example outline:

Topic: An outing to the beach
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Setting: Lumley Beach on Saturday November 23 <sup>rd</sup> ; arrived around 9am and left at 7pm
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Characters: my friends – Jennifer, Isatu, Musa, Akim – and I
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Plot: we went to the beach, brought food and drinks, played games, swam and took a stroll along the beach
-----------------------------------------------------------------------------------------------------------

## Activity 2

Example narrative composition:

### A Day at the Beach with my Friends

One day last month, four of my friends and I decided to have an outing to the beach. We made all the necessary preparations and set out on Saturday 23<sup>rd</sup> November, for Lumley Beach. We planned to have a good time with fun and games.

We took with us some fried rice, some chicken and two trays of salad. These were prepared by Jennifer and Isatu. The drinks were provided by Musa and Akim. I took along my music set and some board games. Each one of us took along mats to spread on the sand.

We arrived at Lumley Beach at around 9am. At first, we spread out our mats and relaxed for an hour or two, listening to music. Then Jennifer suggested we played ludo. I won most of the games and Akim got frustrated and suggested we all go swimming. Not all of us could swim. Isatu and Akim were very good swimmers. We all just tagged along to splash about in the water. After we ate lunch, we went for a stroll along the beach. There we met some friends with whom we chatted for a while.

We were at the beach until 7pm. It was a wonderful day. We had such a good time that we did not want to leave.

<b>Lesson Title:</b> Narrative Composition
<b>Practice Activity:</b> PHL-09-100

## Activity 1

Example outline:

Topic: a stubborn child
Setting: East End of Freetown
Characters: Dauda (12 years old in primary 4), his family, Adama
Conflict: Dauda would miss school to go to the cinema hall; he had not advanced past primary 4
Moral/lesson learnt: if you only focus on fun, your future will suffer.

## Activity 2

Example narrative composition:

### A Stubborn Child

Dauda was the fifth of seven children living with his parents in the East End of Freetown. He was twelve years old and but he was still in primary 4. His parents were very caring and all his siblings were doing well in school.

Every day, Dauda left for school but he never got there. He spent the whole day in a cinema hall in his area. When his father discovered this, Dauda said he would stop going to the cinema hall but the following week he started going there again. He loved watching films.

A whole year past and Dauda did not stop going to the cinema, no matter what punishment he received.

There was a girl in the community called Adama, who Dauda admired very much. They were the same age but she was already in JSS 2. One day, she asked Dauda about his studies. Dauda could not say much and felt ashamed of himself. Adama told him that the way he was behaving, he would still be in primary 4 when she graduated from secondary school. This became a turning point in Dauda's life. He decided that school was important and worked hard to try to catch up with Adama. Even his parents often wondered what made their stubborn child change.







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