

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

Pupils' handbook for

# JSS Language ARTS

**JSS  
3**

**Term  
3**

**STRICTLY NOT FOR SALE**

## FOREWORD

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

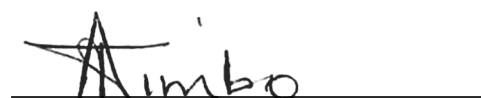
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

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

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

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

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

A handwritten signature in black ink that reads "Timbo". The signature is written in a cursive style with a large, stylized 'T' and 'i'. Below the signature is a horizontal line.

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve this DO NOT WRITE IN THE BOOKS.

## **Table of contents**









<b>Lesson 101:</b> Features of a Hero or Villain	2
<b>Lesson 102:</b> Revision of Verb Forms – Infinitive, Simple Past Tens and Past Participle	5
<b>Lesson 103:</b> Revision of the Simple Form of the Three Simple Tenses	7
<b>Lesson 104:</b> Descriptive Composition	10
<b>Lesson 105:</b> Descriptive Composition (Continuation)	11
<b>Lesson 106:</b> Poetry	13
<b>Lesson 107:</b> Poetry	15
<b>Lesson 108:</b> The Conditional Tense	17
<b>Lesson 109:</b> Conditional Tense	19
<b>Lesson 110:</b> Oral Presentation (a Debate)	21
<b>Lesson 111:</b> Idioms	23
<b>Lesson 112:</b> Narrative Composition	26
<b>Lesson 113:</b> Phrasal Verbs	28
<b>Lesson 114:</b> ShakespeareanText	30
<b>Lesson 115:</b> Oral Description of an Incident	33
<b>Lesson 116:</b> The Use of 'Little', 'a Little', 'Few', 'a Few' and the Articles 'a', 'an' and 'the'	34
<b>Lesson 117:</b> Poetry	37
<b>Lesson 118:</b> Prose Text	40
<b>Lesson 119:</b> The Active and Passive Voices	42
<b>Lesson 120:</b> Expository Writing – Giving Instructions	44
<b>Lesson 121:</b> Conditional Tenses	46
<b>Lesson 122:</b> Conditional Tenses (Continuation)	48
<b>Lesson 123:</b> Narrative Composition	50
<b>Lesson 124:</b> Prose	52
<b>Lesson 125:</b> Translating Shakespearean English into Modern English	54
<b>Lesson 126:</b> Parts of Speech	56
<b>Lesson 127:</b> Concrete and Abstract Nouns	59
<b>Lesson 128:</b> Expository Writing in a Letter	61
<b>Lesson 129:</b> Oral Work on Exposition	63
<b>Lesson 130:</b> Revise Poetry	65
<b>Lesson 131:</b> Parts of Speech – Pronouns	67
<b>Lesson 132:</b> The Case of the Pronoun	69

<b>Lesson 133:</b> Indefinite Pronouns	71
<b>Lesson 134:</b> Revision of Semi-Formal Letters	74
<b>Lesson 135:</b> Reading Comprehension	76
<b>Lesson 136:</b> Parts of Speech – Conjunctions and Interjections	78
<b>Lesson 137:</b> Adjectives	80
<b>Lesson 138:</b> Reading Comprehension	82
<b>Lesson 139:</b> Descriptive Composition – Describing a Person	84
<b>Lesson 140:</b> Descriptive Composition – Describing a Place	86
<b>Lesson 141:</b> Book Review	88
<b>Lesson 142:</b> Book Review (Continuation)	90
<b>Lesson 143:</b> Question Tags	92
<b>Lesson 144:</b> Revision of Comparative and Superlative Adjectives	95
<b>Lesson 145:</b> Reading Comprehension	97
<b>Lesson 146:</b> Adverbs	99
<b>Lesson 147:</b> Avoiding Double Negatives	101
<b>Lesson 148:</b> Prepositions	103
<b>Lesson 149:</b> Revision of Formal Letters	105
<b>Lesson 150:</b> Revision of Formal Letters (Continuation)	107
JSS 3 Answer Key- Term 3	109

# 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> Features of a Hero or Villain	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-101	<b>Class:</b> JSS 3



### Learning Outcome

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

1. Gain strategies for analysing characters' actions.
2. Determine what makes a character a hero, a villain, a protagonist or an antagonist.

## Overview

Drama is a type of literature that we study in Language Arts. One feature of a drama is the different characters in it.

The table below looks at some important types of characters.

Type of Character	Description
Protagonist	The protagonist is the main character in a drama or story. A protagonist can be male or female.
Antagonist	The antagonist is the opposite of the protagonist. The antagonist is the person who has conflict with the protagonist. He or she is hostile, the adversary.
Hero	A hero is a male character who is admired for his courage, great achievements or noble qualities.
Heroine	A heroine is a female character who is admired for her courage, great achievements or noble qualities.
Villain	The opposite of a hero or heroine is a villain. The villain is the character in a play or story that is involved in evil or bad things. In a drama, the villain opposes the hero. Villains can be male or female.

When determining whether a character is a protagonist or an antagonist, a hero or a villain, we need to think about their actions and identify their motivation (the reason why they do these things).

For example, a man might steal a truck full of bread. If you do not know why he stole the bread, you will think he is a thief. You may consider him a villain. But if you found out that he stole the bread to give to starving orphans, you may think of him as a hero.

## Practice

### Activity 1

Choose the correct answers to the following questions from the multiple-choice options provided.

1. The character in the story who wants to achieve a goal, usually the main character, is the:
  - a. antagonist
  - b. protagonist
  - c. foil
  - d. stereotype
2. The character who acts as an obstacle to prevent the protagonist from reaching his or her goal is the:
  - a. antagonist
  - b. protagonist
  - c. aside
  - d. main character
3. The character you generally cheer for in a drama is the:
  - a. antagonist
  - b. dynamic
  - c. static
  - d. protagonist
4. The character in the story who opposes the main character is the:
  - a. narrator
  - b. protagonist
  - c. foil
  - d. antagonist
5. The female hero in a drama is called the:
  - a. antagonist
  - b. villain
  - c. heroine
  - d. hero
6. The hero in *The Merchant Of Venice* is:
  - a. Bassanio
  - b. Salerio
  - c. Antonio
  - d. Solanio
7. The heroine in *The Merchant of Venice* is:
  - a. Nerissa
  - b. Jessica
  - c. Leah
  - d. Portia

## Activity 2

Read the following excerpt from *The Merchant of Venice* Act 4 Scene 1 and answer the comprehension questions.

Basanio:     *(To Shylock)* Why dost thou whet thy knife so earnestly?

Shylock:     To cut the forfeiture from that bankrupt there.

Gratiano:    Not on thy sole, but on thy soul, harsh Jew,



Thou mak'st thy knife keen. But no metal can –  
No, not the hangman's axe – bear half the keenness  
Of thy sharp envy. Can no prayers pierce thee?  
Shylock: No, none that thou hast wit enough to make.  
Gratiano: O be thou dammed, execrable dog,  
And for thy life let justice be accused!  
Thou almost mak'st me waver in my faith,  
To hold opinion with Pythagoras  
That soul of animals infuse themselves  
Into the trunks of men. Thy currish spirit  
Governed a wolf, who hanged for human slaughter,  
Even from the gallows did fell soul fleet,  
And whilst thou in thy unhallowed dam,  
Infused itself in thee, for thy desires  
Are wolfish, bloody, starved and ravenous.  
Shylock: Till thou canst rail the seal from off my bond,  
Thou but offend'st thy lungs to speak so loud.  
Repair thy wit, good youth, or it will fall  
To cureless ruin. I stand here for law.

### **Comprehension questions**

1. Who is the hero in this extract?
2. Which line shows the person is a hero?
3. Who is the villain in this extract?
4. Which lines show the person is a villain?

<b>Lesson Title:</b> Revision of Verb Forms – Infinitive, Simple Past Tens and Past Participle	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-102	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to change a root verb to the simple past tense and past participle forms.

### Overview

There are many different **verb forms**. It is important to learn the various forms of verbs to be able to recognise them in sentences. Also, knowledge of these verb forms will give you the confidence to change verbs from one tense to another.

The **infinitive** is the base form of a verb.

- This is the form of a verb that you find in the dictionary.
- We use the infinitive to help us form different verb tenses.  
Examples: to rest, to speak, to play, to learn

The **simple past tense** is used to discuss actions that have already happened.

- We use the simple past tense to talk about completed actions, not actions that are still continuing.
- To form the simple past tense of regular verbs, you add 'ed'.  
Examples: walk – **walked**; play – **played**; call – **called**
- If a verb ends in 'e', you add 'd'.  
Examples: agree – **agreed**; like – **liked**
- If a verb ends in a vowel and a consonant, the consonant is usually doubled before you add 'ed'.  
Examples: stop – **stopped**; plan – **planned**
- If a verb ends in consonant and 'y', you take off the 'y' and add 'ied'.  
Examples: try – **tried**; carry – **carried**
- If a verb ends in vowel and 'y', you add 'ed'  
Examples: pray – **prayed**; enjoy – **enjoyed**
- Irregular verbs do not follow these rules. They form their past tenses by changing their spelling. Some irregular verbs do not change at all.
- Examples: cut – cut; write – wrote; have – had

**Past participles** are formed from verbs.

- They can be used as adjectives or to form verb tenses.
- When the past participle is used to form other tenses it needs a helping (auxiliary) verb.  
Examples: **have** studied, **had** broken
- The past participle is usually formed by adding 'ed' to the infinitive.
- For regular verbs, the past participle looks the same as the simple past tense.

Examples: help – helped; work – worked; look – looked

- The past participle of irregular verbs is not formed by adding 'ed'. It is important to study and memorise the irregular verbs.

Examples: hurt – hurt; wrote – written; run – ran; catch – caught

## Practice

### Activity 1

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

1. The branch \_\_\_\_\_ me on the head. (hit)
2. She \_\_\_\_\_ her shopping list and doesn't know what to buy. (forget)
3. I am glad we \_\_\_\_\_ the other team. (beat)
4. She \_\_\_\_\_ the children some money to buy chocolates. (give)
5. The dog \_\_\_\_\_ up the bone. (dig)
6. I \_\_\_\_\_ the pen you lost last month. (find)
7. Mary \_\_\_\_\_ back from Kenema. (come)
8. She \_\_\_\_\_ work at 5 o'clock and got home by 6. (leave)
9. I \_\_\_\_\_ what you meant. (understand)
10. I \_\_\_\_\_ quite a lot of money on new clothes and bought some boots as well. (spend)

### Activity 2

Fill in the blanks with the past participle of the verb in brackets.

1. Bashiru hasn't \_\_\_\_\_ up yet. He must have been delayed. (show)
2. I've never \_\_\_\_\_ so good! (feel)
3. Someone has \_\_\_\_\_ my bicycle! (steal)
4. Michael is here, and he has \_\_\_\_\_ some cakes! (bring)
5. I haven't \_\_\_\_\_ so well in ages. (sleep)
6. Jan's out of breath because she's \_\_\_\_\_ all the way from the bus terminal. (run)
7. The price of oil has \_\_\_\_\_ rapidly since January. (fall)
8. It's so hot that I've \_\_\_\_\_ five cans of Coke already this afternoon. (drink)
9. She's getting married in a week, and she hasn't \_\_\_\_\_ her dress yet. (choose)
10. Have you \_\_\_\_\_ your car yet? (sell)
11. I found your grammar book under the table. I've \_\_\_\_\_ it away on the bookshelf. (put)
12. You've \_\_\_\_\_ my lunch! How dare you! (eat)
13. In the last few years, it has \_\_\_\_\_ more and more difficult to get into college. (become)
14. How many pages have you \_\_\_\_\_ for your homework? (write)
15. Have you \_\_\_\_\_ about the accident? (hear)
16. I've \_\_\_\_\_ my grammar book. Have you seen it? (lose)
17. Bunduka has \_\_\_\_\_ Physics at Prince Of Wales School for many years. (teach)
18. Mariama can't go skiing any more. She has \_\_\_\_\_ her leg. (break)
19. We're late – the game has already \_\_\_\_\_. (begin)
20. She's never \_\_\_\_\_ in the sea before. (swim)

<b>Lesson Title:</b> Revision of the Simple Form of the Three Simple Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-103	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Become more skillful in switching from the simple present, simple past and simple future tenses.
2. Use any of these tenses in writing.

### Overview

There are three **simple tenses** in English: the simple past, the simple present and the simple future. It is important to be able to use the simple tenses because these tenses tell when an action (verb) is done. They tell you whether the time of an action or condition is in the past, the present or the future.

The **simple present tense** is used to discuss actions that happen in the present time.

- It is also used to talk about actions that occur regularly or routinely.
- To write the verb in the simple present tense is easy. It is the base form of the verb.  
Examples: run, write, laugh
- For the third person singular (he/she/it), we add 's' to the base form of the verb.  
Examples: it runs, she writes, he laughs
- There are some exceptions. For most verbs ending in 's', 'ch', 'sh', 'x' and 'z', we add 'es'.  
Examples: box – boxes; guess – guesses; bench – benches; wish – wishes; buzz – buzzes
- For verbs ending with a consonant and 'y', change the 'y' to 'i' and add 'es'.  
Examples: carry – carries; fry – fries

The **simple past tense** is used to discuss actions that have already happened.

- We use the simple past tense to talk about completed actions, not actions that are still continuing.
- To form the simple past tense of regular verbs, add 'ed'.  
Examples: walked, played, called
- If a verb ends in 'e', add 'd'.  
Examples: agree – agreed; like – liked
- If a verb ends in a vowel and a consonant, the consonant is usually doubled before adding 'ed'.  
Examples: slip – slipped; fan – fanned
- If a verb ends in consonant and 'y', take off the 'y' and add 'ied'.  
Examples: try – tried; bury – buried
- Irregular verbs do not follow these rules. They form their past tenses by changing their spelling.  
Examples: run – ran; have – had; go – went

- Some irregular verbs do not change at all.  
Examples: cut – cut; hurt – hurt; put – put

The **simple future tense** is used to discuss actions that have not yet happened but will happen in the future.

- We often use the simple future tense to make a prediction about the future. When there is no firm plan, we use it to say what we think will happen.
- To form the simple future tense, add the helping verb 'shall' or 'will' to the base of the verb.  
In the simple future tense, all nouns and pronouns can take 'will', but only the pronouns 'I' and 'we' take 'shall'.  
Examples: He will read. I shall study.
- For negative statements in the simple future tense, write 'not' between the helping verb and main verb.  
Examples: We shall **not** go. They will **not** play.

## Practice

### Activity 1

Choose the correct answers from the multiple-choice options provided.

1. The candidate \_\_\_\_\_ many voters when she ran for honourable last year.
  - a. impress
  - b. impressed
  - c. will impress
2. My father still \_\_\_\_\_ heating oil from Daru.
  - a. buys
  - b. bought
  - c. will buy
3. When she was younger, my grandmother \_\_\_\_\_ in a church.
  - a. works
  - b. will work
  - c. worked
4. The athlete \_\_\_\_\_ with the college tracked team next month.
  - a. trains
  - b. trained
  - c. will train
5. Next year we \_\_\_\_\_ in the eighth grade.
  - a. are
  - b. will be
  - c. were
6. Her best friend \_\_\_\_\_ in that apartment building over there.

- a. live
  - b. lives
  - c. living
7. Last week we \_\_\_\_\_ 150 newspapers.
- a. delivers
  - b. delivered
  - c. will deliver

## Activity 2

Change the verbs in brackets into the simple present tense or simple future tense to complete the sentences.

1. I will call you when I \_\_\_\_\_ (arrive) at my hotel.
2. Brima \_\_\_\_\_ (text) as soon as he is on the bus.
3. Let us eat dinner when John \_\_\_\_\_ (get) here.
4. Julie \_\_\_\_\_ (be) late tomorrow evening, so I have booked a table at the restaurant for 10pm.
5. As soon as I \_\_\_\_\_ (be) able to, I am going to get a new job.
6. Please wait here until the nurse \_\_\_\_\_ (call) you.
7. I \_\_\_\_\_ (get) up early tomorrow morning and finish the report.
8. Before you \_\_\_\_\_ (leave), please make sure you have locked the door.
9. She \_\_\_\_\_ (let) us know later when she is ready to leave.
10. I must clean my kitchen before my mother \_\_\_\_\_ (get) here.
11. I \_\_\_\_\_ (come) to meet you at the station next week.
12. I \_\_\_\_\_ (wait) until you are finished; then we can go.
13. John \_\_\_\_\_ (study) until he knows the answers.
14. She thinks that it \_\_\_\_\_ (rain) next week.
15. What do you want to do after the class \_\_\_\_\_ (finish)?
16. I think that Mohamed \_\_\_\_\_ (win) the next election.
17. Jane will come here when she \_\_\_\_\_ (finish) work.
18. She is going to look for a job as soon as she \_\_\_\_\_ (arrive) in Freetown.
19. I \_\_\_\_\_ (give) up smoking.
20. She \_\_\_\_\_ (send) an email before she leaves the office today.

<b>Lesson Title:</b> Descriptive Composition	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-104	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to use the simple present tense to write a descriptive composition about an admirable person.

### Overview

Descriptive writing asks you to describe something. When writing a **descriptive composition**, you want to create a vivid picture of a person, place or thing. You want to paint a picture with words so that the reader can easily imagine what you are describing. Good descriptive writing focuses on one or more of the five senses – sight, sound, touch, taste, smell. The simple present tense is often the most suitable tense for writing a descriptive composition.

When describing a person, begin by introducing who they are. Then describe the person. When describing someone, remember to include interesting details about their life and their personality.

Before you begin writing, it is important to think about the topic and make an outline. Making an outline helps you organise your ideas before you start writing.

### Practice

#### Activity 1

Use the outline below to help you plan a descriptive composition about your favourite teacher.

#### Title

Introduction: Introduce the subject of your descriptive composition.

Body paragraph: Describe the person's appearance and character.

Conclusion: Say why you like the person and conclude your composition.

#### Activity 2

Use the outline you completed in Activity 1 to help you write your descriptive composition about your favourite teacher. Remember to organise your writing into a clear introduction, body and conclusion.

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

- an introduction that introduces the teacher
- a body that describes the teacher's character and appearance
- a conclusion that sums up what you have written and explains why the teacher is your favourite
- well-organised paragraphs
- interesting descriptive words, adjectives and adverbs
- no spelling or grammar errors

<b>Lesson Title:</b> Descriptive Composition (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-105	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Identify the difference between methods of describing a person and describing a place.
2. Write a descriptive composition about a place.

## Overview

**Descriptive writing** asks you to describe something. You want to provide enough interesting information so that your reader is able to imagine what you are describing. A reader can only do this if you provide an interesting description using different adjectives.

When you describe a place, start by introducing the place and where it is located. Then go into more detail about the place you are describing. Remember that good descriptive writing engages some or all of the five senses – sight, sound, touch, taste and smell. In conclusion, explain how you feel about the place. Do you like it or dislike it? Why? Do not forget to write an outline and plan your ideas before you start writing!

The text below is an example descriptive composition about a place:

### Lakka

Lakka is a coastal town west of Freetown. It is situated near the Atlantic Ocean and is part of the Western Area Rural District. Some people call Lakka a beach village.

The main industry in Lakka is tourism and fishing. When you walk down the beach, you can see many tourists from Europe in bright swimsuits. Fishermen bring in fish from the ocean. The smell of fresh fish is in the air, and the birds circle the boats looking to steal fish from the fishermen. There is a cool ocean breeze blowing, and the palm trees sway in the breeze. You can hear the waves crashing against the beach.

I like Lakka because it is beautiful and peaceful. The sound of the ocean and the soft breeze help me relax. Lakka has the most splendid sunsets I have ever seen.

## Practice

### Activity 1

Use the outline below to help you plan a descriptive composition about a historic site.

#### Title

Introduction: Introduce the place – where is it located? Why is it a historic site?

Body paragraph: Describe the place. Use descriptions relating to as many of the five senses as you can.

Conclusion: Explain why you like the place and conclude your composition.



## Activity 2

Use the outline you completed in Activity 1 to help you write your descriptive composition about a historic site. Remember to organise your writing into a clear introduction, body and conclusion.

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

- an introduction that introduces the historic site
- a body that describes the place
- a conclusion that sums up what you have written and why you like the place
- well-organised paragraphs
- interesting descriptive words, adjectives and adverbs
- no spelling or grammar errors

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-106	<b>Class:</b> JSS 3



### Learning Outcomes

By the end of the lesson, you will be able to analyse styles and techniques used in poetry – specifically diction, rhythm, rhyme and rhyme schemes.

## Overview

Poets use different styles and techniques to make readers feel emotions. Some techniques can make readers happy. Others can make them sad. Poets also use them to help readers learn a lesson.

**Diction** is the choice of words. Poets can use harsh words to make readers angry or afraid. For example, in the poem *Drought*, the poet uses harsh words like ‘deadly’, ‘blazing’ and ‘droop’ to emphasise drought.

**Rhythm** gives the poem a beat and makes it sound like a song. It is expressed through a pattern of stressed and unstressed syllables. Rhythms can be fast or slow.

Some poems **rhyme**. Rhyming words often occur at the end of lines. They repeat the same sounds. Rhymes can make poems sound musical. For example, ‘blast’ and ‘past’ or ‘old’ and ‘told’.

Not every line of a poem needs to rhyme. Instead, there are different sets of rhyming words. The pattern that rhyming words make is called the **rhyme scheme**. For example, in the poem *Drought*, the last words in the first five lines are: soil, air, bare, spoil and toil. ‘Soil’, ‘spoil’ and ‘toil’ rhyme. We use the letter ‘a’ to identify these words. ‘Air’ and ‘bare’ rhyme. We use the letter ‘b’ to identify these words. This makes the rhyme scheme abbaa.

## Practice

### Activity 1

Practise reading the poem aloud. Pay attention to the rhythm, rhyme and diction.

#### 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.

### **Activity 2**

Answer the following comprehension questions about the poem.

1. What picture does the poet describe in lines 1–4?
2. What is the state of the oxen in this poem?
3. What are the rhyming words in lines 4–7?
4. What is the rhyme scheme in lines 9–12?
5. Which line in the poem describes the wind as an animal that eats dead meat?
6. Explain the line, 'disappear behind the gates of night'. What disappears?
7. What is the main theme of the poem? Explain it in your own words.
8. What evidence is there in the poem to show that it is an African setting?

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-107	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Recognise the literary devices of repetition, hyperbole, simile, metaphor and synecdoche and their effects on a prescribed poem.
2. Answer short questions on the set poem.

### Overview

Poets use literary devices so that readers will feel a certain way. They also use them so that readers enjoy their poems. Common literary devices include repetition, hyperbole, simile, metaphor and synecdoche.

**Repetition** is when a poet repeats a word or phrase to emphasise a point. In the poem *Abiku*, the poet uses repetition to emphasise the mother's sorry state:

'For her body is tired,  
Tired, her milk going sour.'

**Hyperbole** is an exaggeration that makes something out to be bigger or more important than it really is. Poets use hyperbole to emphasise a point. For example, 'The lightbulb was brighter than the sun.'

**Simile** is when a poet compares two things that are not alike. Similes use the words 'like' or 'as'. For example, 'The boy was as clean as a bar of soap.' In *Abiku*, the poet compares the scars on Abiku's back to marks from a swordfish: '...down your back and front like beak of the swordfish.'

Like a simile, a **metaphor** also compares two things that are not alike. However, metaphors do not use the words 'like' or 'as'. For example, 'The girl's voice was a beautiful instrument.' In *Abiku*, the poet compares the bamboo walls to firewood: '...the bamboo walls are ready tinder for the fire.'

**Synecdoche** is when the poet refers to a part of something to mean the whole of that thing. For example, referring to a car as 'wheels'.

### Practice

#### Activity 1

Practise reading the poem *Abiku* aloud. Pay attention to the literary devices used in the poem.

#### 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 the 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 to 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.

## **Activity 2**

Answer the following comprehension questions about the poem.

1. Who is the author of the poem?
2. What is the setting in the poem?
3. What is the mood or feeling of the poem?
4. What is the theme in the poem?
5. In the lines, 'No longer then bestride the threshold/But step in and stay for good' what is being asked?
6. Identify two relics of Abiku's first coming.
7. Identify three pieces of evidence from the poem that show that the family is poor.
8. Why is the mother tired in the poem Abiku?

<b>Lesson Title:</b> The Conditional Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-108	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Explain why this tense is referred to as the conditional tense.
2. Discuss the four main types of conditional tenses and when they are used.

### Overview

In English, the **conditional tense** explains that for something to happen, another thing must first happen. It uses the word 'if' to give a **condition**. The conditions are found in the part of the sentence beginning with 'if'. This is the **subordinate clause**.

There are four main types of conditional clauses in English. All four types use the word 'if':

Formation	When To Use It	Example
If/when + present tense + present tense	To talk about general truths – things that always happen when another thing happens	If you steal, you break the law.
If + present tense + future tense (will/shall + verb)	To talk about something that could happen and, if it does, predict what would happen next	If you steal, you will be punished.
If + past tense + (would)	To talk about an imagined event and, if that happens, predict what would happen next	If you stole, you would be punished.
If + past perfect tense + conditional perfect tense (would have + past participle)	To talk about two past actions that never happened	If you had stolen money, you would have been punished.

### Practice

#### Activity 1

Fill in the blanks with the correct form of the verbs in brackets to complete the conditional sentences.

Example: If I \_\_\_\_\_ stronger, I would help you carry the piano. (be)

If I **were** stronger, I would help you carry the piano.

1. If we meet at 9:30, we \_\_\_\_\_ plenty of time. (have)
2. Lisa would find the milk if she \_\_\_\_\_ in the refrigerator. (look)
3. The man would have punished her with a fine if she \_\_\_\_\_ the animals. (feed)
4. If you spoke louder, your classmates \_\_\_\_\_ you. (understand)
5. Dan \_\_\_\_\_ safe if he drove slowly. (arrive)
6. You \_\_\_\_\_ no trouble at school if you had done your homework. (have)
7. If you \_\_\_\_\_ in this river you will shiver from cold. (swim)
8. The door will unlock if you \_\_\_\_\_ the green button. (press)
9. If Mary \_\_\_\_\_ her teacher, he would have answered her questions. (ask)
10. I \_\_\_\_\_ the office if I were you. (call)

## Activity 2

Fill in the blanks with the correct form of the verbs in brackets to complete the conditional sentences.

Example: If I \_\_\_\_\_ (study), I \_\_\_\_\_ (pass) the exam.

Answer: If I study, I will pass the exam. If I had studied, I would have passed the exam.

1. If you (go) \_\_\_\_\_ out with your friends tonight, I (watch) \_\_\_\_\_ the football match on TV.
2. I (earn) \_\_\_\_\_ a lot of money if I (get) \_\_\_\_\_ that job.
3. If she (hurry/not) \_\_\_\_\_, we (miss) \_\_\_\_\_ the bus.
4. If he (try) \_\_\_\_\_ harder, he (reach) \_\_\_\_\_ his goals.
5. I (buy) \_\_\_\_\_ those shoes if they (fit) \_\_\_\_\_.
6. It (surprise/not) \_\_\_\_\_ me if he (know/not) \_\_\_\_\_ the answer.
7. If we (listen) \_\_\_\_\_ to the radio, we (hear) \_\_\_\_\_ the news.
8. If you (switch) \_\_\_\_\_ on the lights, you (trip/not) \_\_\_\_\_ over the chair.
9. She (come) \_\_\_\_\_ to our party if she (be/not) \_\_\_\_\_ on holiday.
10. If I (go) \_\_\_\_\_ to Kenema, I (visit) \_\_\_\_\_ the Kamboi Hills.

## Activity 3

Write five of your own conditional sentences.

<b>Lesson Title:</b> Conditional Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-109	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Use the conditional clause to explain an unlikely event in the past.
2. Use the conditional clause to refer to habitual actions.

### Overview

The **conditional clause** states that for something to happen and be true, another thing must also happen and be true. One way you have learned to form the conditional tense is by using **'if + present tense + present tense'**. We use this to talk about general truths and regular actions. For example, 'If you boil water, it is safe to drink.' With this conditional, you can usually replace 'if' for 'when'. For example, 'When glass falls to the ground, it breaks.'

We can also use the conditional clause to explain an unlikely event in the past. We use **'if + past perfect + conditional perfect (would have + past participle)'**. For example, 'If the team had lost, the coach would have quit.' From the first sentence, we know the team did not lose, so the coach did not quit.

### Practice

#### Activity 1

Fill in the blank spaces with the correct conditional tenses to complete the sentences.

Example: I \_\_\_\_\_ (buy) a present if I had known it was your birthday.

I **would have bought** you a present if I had known it was your birthday.

1. If you had worked hard, you \_\_\_\_\_ (pass) the exam.
2. If they had taken him to the hospital earlier, he \_\_\_\_\_ (live).
3. I (send) \_\_\_\_\_ you the document, if you had given me your email address.
4. He \_\_\_\_\_ (not/miss) the bus, if he had woken up earlier.
5. If I \_\_\_\_\_ (know) you were coming, I would have prepared a delicious meal.
6. If the weather had been better last weekend, we \_\_\_\_\_ (go) to the beach.
7. If you \_\_\_\_\_ (come) to the meeting yesterday, you would have met Jane.
8. She \_\_\_\_\_ (stay) in London if she gets a job.
9. I \_\_\_\_\_ (buy) a new dress if I have enough money.
10. She \_\_\_\_\_ (cook) dinner if you had gone to the supermarket.



## Activity 2

Fill the blank spaces with the correct tenses to complete the sentences. There may be more than one correct answer for some sentences.

Example: If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (get) a new job.

If I **were** you, I **would get** a new job.

1. If he \_\_\_\_\_ (be) younger, he \_\_\_\_\_ (travel) more.
2. If we \_\_\_\_\_ (not/ be) friends, I \_\_\_\_\_ (be) angry with you.
3. If I \_\_\_\_\_ (save) enough money, I \_\_\_\_\_ (buy) a house.
4. If she \_\_\_\_\_ (not/ be) always so late, she \_\_\_\_\_ (be) promoted.
5. If we \_\_\_\_\_ (win) the lottery we \_\_\_\_\_ (travel) all over the world.
6. If I \_\_\_\_\_ (speak) perfect English, I \_\_\_\_\_ (have) a good job.
7. If we \_\_\_\_\_ (live) in Mexico, I \_\_\_\_\_ (speak) Spanish.
8. If she \_\_\_\_\_ (pass) the exam, she \_\_\_\_\_ (be) able to enter university.
9. They \_\_\_\_\_ (have) more money if they \_\_\_\_\_ (not/ buy) so many clothes.
10. You \_\_\_\_\_ (lose) weight if you \_\_\_\_\_ (eat) less.

## Activity 3

Write five of your own sentences using 'if + past perfect + future perfect (would have + past participle)'.

Example: If she had left home on time she would not have arrived late to school.

<b>Lesson Title:</b> Oral Presentation (a Debate)	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-09-110	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Develop debating skills.
2. Develop the skills and ability for public speaking.

## Overview

A **debate** is a discussion with two opposing sides. On one side, people argue ‘for’ a specific topic or statement (known as a **motion**). On the other side, people argue ‘against’ the same motion. A debate is a type of **oral presentation**. We use the following techniques when giving oral presentations:

- Speak clearly in simple language so that people can understand you.
- Express yourself well in proper English.
- Speak loudly so that everyone can hear you.
- Be polite and respectful.

A debate begins like a speech. Therefore, it must start with **vocatives**. Vocatives are words that address someone.

Example: Ladies and gentlemen.

Then, you must state your side.

Example: I am in favour of the statement ‘Fishing is a better livelihood than farming’.

In a debate, speakers from each side (for and against) take turns to give their views. After the first speaker finishes, the speaker from the other side gives an opening speech. Then, each speaker goes back and forth making points. They also respond to the other speaker’s points. This means that although we need to prepare an opening speech for a debate, we also need to listen carefully and develop new speaking points in response to the other side’s points.

Here is a sample opening speech:

Mr Chairman, ladies and gentlemen, fellow debaters, I greet you all. I stand here today to debate on the topic, ‘Girls are more of a blessing to their parents than boys’, and I am for the motion. I strongly believe that girls are more of a blessing to their parents than boys.

Girls are more of a blessing to their parents because they help their parents with household chores. When a mother is busy with one chore like cooking, a girl child can help with washing up, cleaning or sweeping.

Girls can also help their parents take care of their younger siblings. A girl child is caring and when girls are older, they help look after their baby sisters or brothers. My fellow debater would say that boys are stronger and can be of more help to their parents, but I believe that girls can do more because they are caring.

Girls can also look after their parents when they are sick and be a blessing to them. A male child may be too busy playing football with his friends to care.

Ladies and gentlemen, these are my arguments, and I thank you for listening.

## **Practice**

### **Activity 1**

Imagine that you are a speaker in a school debate on the topic: 'Education is better than silver and gold'. Identify points for and against the motion.

### **Activity 2**

Imagine that you are the main speaker in a debate on the topic: 'Social media has caused more harm than good in our country'. Identify points for and against the motion.

<b>Lesson Title:</b> Idioms	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-111	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Interpret idiomatic expressions.
2. Use idioms in writing.

## Overview

Idioms and idiomatic expressions mean the same thing. We use idioms to make our writing or speech more interesting. **Idioms** are groups of words that, when used together, have a meaning that only certain people will know. For example, ‘raining cats and dogs’ means ‘raining heavily’. But its meaning would not be clear to a non-native speaker. Such a person might wonder why cats and dogs were coming from the sky!

The best way to find an idiom’s meaning is to look in a dictionary. Sometimes, you can also infer the meaning of an idiom. That means you can find clues in the sentence or paragraph in which it is used.

One type of idiom is a phrasal verb. **Phrasal verbs** are short expressions with the following structure: verb + preposition or verb + adverb.

Examples of phrasal verbs:

- stand by: be loyal to
- run into: meet unexpectedly
- put up with: tolerate
- look after: care for

## Practice

### Activity 1

For each of the following sentences, choose the correct interpretation for the underlined expression from the multiple-choice options.

1. A bad friend tries to fish in troubled waters when his friends have problems.
  - a. To borrow money
  - b. To steal belongings
  - c. To get benefits in bad situations
  - d. To extend a helping hand
2. All the residents painted the town red on the eve of the festival.
  - a. To whitewash buildings
  - b. To renovate buildings
  - c. To celebrate noisily in public places
  - d. To create nuisances

3. In order to become a successful administrator in the office, an executive has to keep his ear to the ground.
  - a. To be very polite
  - b. To encourage backbiting
  - c. To keep informed about what is going on
  - d. To have a strict control overall
4. The message was music to my ears.
  - a. The message was delivered by a musician.
  - b. The message was delivered in the form of a song.
  - c. I was pleased to hear the message.
  - d. I got the message from someone I love.
5. Henry is still not pleased even though he has the lion's share of the meat.
  - a. the lion's portion
  - b. the lion's meat
  - c. the largest piece
  - d. the smallest piece
6. The police ordered the bandit to lay down his arms.
  - a. raise his arms
  - b. surrender
  - c. put both his hands on the ground
  - d. get down on the ground
7. Isha's bad behaviour always gets on my nerves.
  - a. I get irritated when Isha misbehaves.
  - b. Isha's rudeness makes me jump.
  - c. I find it funny when Isha misbehaves.
  - d. Every time Isha does the wrong thing I feel good.
8. When the jewellery went missing, everybody pointed a finger at Joe.
  - a. Everybody expected Joe to catch the thief.
  - b. Joe was asked to search for the jewellery.
  - c. Joe was accused of stealing the jewellery.
  - d. Every finger was pointed at Joe.
9. Ramatu smelled a rat when her fiancé repeatedly made excuses for his absence.
  - a. Became suspicious
  - b. Caught her fiancé red-handed
  - c. Was afraid of her fiancé
  - d. Frowned at her fiancé
10. We have a bone to pick with our class prefect for reporting us to the Principal.
  - a. We will report the prefect to the Principal.
  - b. We shall pick fish bones with the prefect.
  - c. We want to chat with the prefect.
  - d. We have issues to settle with the prefect.

## Activity 2

Match the following idiomatic expressions with the definitions below.

1. bring up to speed
  2. call the shots
  3. cross that bridge when you come to it
  4. go back to the drawing board
  5. in a nutshell
  6. in the loop
  7. kill two birds with a stone
  8. nip it in the bud
  9. pull the plug
  10. put on the back burner
  11. set the record straight
  12. teething problems
  13. throw a spanner in the works
  14. way off the mark
- 
- a. cause a problem that stops or slows progress on something that was going well
  - b. accomplish two things with one action
  - c. deal with a problem when it happens, not before
  - d. suppress or stop something at a very early stage
  - e. problems that happen in the early stages of doing something new
  - f. start again from the beginning
  - g. very wrong or inaccurate
  - h. informed or updated
  - i. correct a mistake and say the truth
  - j. give something low priority
  - k. stop, discontinue
  - l. in summary
  - m. give someone the most recent information
  - n. make the important decisions

<b>Lesson Title:</b> Narrative Composition	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-112	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Write a narrative composition based on a given idiomatic expression.
2. Use the given expression at the end of the composition.

### Overview

**Narrative compositions** tell a story or explain things that happened. The things that people narrate can be joyful or sad, pleasant or unpleasant. Narrative writing can also be personal. This is when the writer describes important things about his or her life.

Narrative compositions must be organised so that the reader does not get confused. The most common type of organisation is called **time sequence**. In this organisation, the writer tells what happened in the order they took place.

If you want to write a narrative based on an idiom, start with the idiom; for example, 'caught red-handed'. First, interpret the idiom. 'Caught red-handed' means to be caught in the act of doing something wrong. Once you know the meaning of the idiom, you can use a time sequence to explain the events leading up to the character doing something wrong. The last sentence should be something like 'He/she was caught red-handed'.

### Practice

#### Activity 1

Use the outline below to help you plan a narrative composition that illustrates the idiomatic expression, 'Strike while the iron is hot'. This means to take advantage of an opportunity as soon as it arises in case the opportunity goes away and does not return.

Topic:
Characters:
Opportunity:
What happened:
Lesson learnt:

## Activity 2

Use the outline you created in Activity 1 to help you write a narrative composition that illustrates the idiomatic expression, 'Strike while the iron is hot'. Remember to organise your writing into a clear introduction, body and conclusion.

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

- an introduction that introduces the characters
- a body that narrates the events in order
- a conclusion that ends with the line, 'Strike while the iron is hot'
- well-organised paragraphs
- no spelling or grammar errors



<b>Lesson Title:</b> Phrasal Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-113	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Determine the meanings of phrasal verbs.
2. Use phrasal verbs effectively in writing.

### Overview

A **phrasal verb** is a group of words made up of a verb and a preposition. Sometimes it can also be a verb and an adverb. When these words are put together, their meaning changes. For example, the verb 'bring' means 'to carry'. The preposition 'up' is a direction. However, 'bring up' means 'to mention' a topic, or 'to raise' a child. Most phrasal verbs are **idiomatic expressions**, or **idioms**. That means the words together mean something different from the individual words on their own.

Examples of phrasal verbs:

- look into: investigate
- try out: test
- go through: use up all of/review all of

If the phrasal verb is in the past tense, the meaning is also in the past tense.

Examples:

- The police **looked into** the robbery.
- I **tried out** that new recipe for dinner last night.
- We **went through** all of the rice.

Here are more examples of phrasal verbs:

- let in: allow to enter
- figure out: understand
- single out: select one from a group
- hold back: restrain
- abide by: obey orders
- let go of: release
- hand over: surrender
- carry out: complete
- run out of: use up all of something

## Practice

### Activity 1

Fill in the blanks below with the phrasal verbs from the word bank. Choose the phrasal verb that best completes the meaning of each sentence.

passed away	do without	look forward to	called off	made up
carried away	break out	run out	put up with	keep up

1. Don't light a match in the forest, fires \_\_\_\_\_ easily at this time of year.
2. I \_\_\_\_\_ seeing my friends again.
3. I'm afraid we have \_\_\_\_\_ of apple juice. Will an orange juice do?
4. Your website has helped me a lot! Please \_\_\_\_\_ the good work.
5. A friend of mine has \_\_\_\_\_ his wedding.
6. His mother cannot \_\_\_\_\_ his terrible behaviour anymore.
7. As an excuse for being late, she \_\_\_\_\_ a whole story.
8. I was \_\_\_\_\_ by his enthusiasm.
9. I just cannot \_\_\_\_\_ my mobile. I always keep it with me.
10. She was very sad because her father \_\_\_\_\_ last week.

### Activity 2

Add the missing preposition or adverb to complete the phrasal verbs in the sentences below.

1. I don't know where my book is. I must look \_\_\_\_ it.
2. Fill \_\_\_\_\_ the form, please.
3. The music is too loud. Could you turn \_\_\_\_\_ the volume, please?
4. Quick, get \_\_\_\_ the bus or you will have to walk home.
5. Turn \_\_\_\_\_ the lights when you go to bed.
6. Do you mind if I switch \_\_\_\_ the TV? I would like to watch the news.
7. The dinner was ruined. I had to throw it \_\_\_\_\_.
8. When you enter the house, take \_\_\_\_ your shoes and put \_\_\_\_ your slippers.
9. If you don't know this word, you can look it \_\_\_\_ in a dictionary.
10. She wants to find \_\_\_\_\_ the truth.

### Activity 3

Write five of your own sentences using phrasal verbs.

<b>Lesson Title:</b> ShakespeareanText	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-114	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Demonstrate understanding of the play.
2. Give an opinion about the characters and events in the play.

## Overview

The *Merchant of Venice* is a play written by William Shakespeare. There are four main characters: Antonio, Bassanio, Shylock and Portia.

**Antonio** is a wealthy merchant in Venice, which is now part of Italy. **Bassanio** is his friend. Bassanio loves **Portia**, whose father is rich. Bassanio asks to borrow money from Antonio so that he can convince Portia to marry him. Antonio cannot lend Bassanio the money. He takes him to borrow money from a man named **Shylock**.

Shylock, who is Jewish, hates Antonio because he feels mistreated by the Christians in Venice. He agrees to lend Bassanio the money, but on the condition that if Bassanio and Antonio cannot repay the loan on time, he may take a pound of Antonio's flesh.

Bassanio convinces Portia to marry him. But Antonio is unable to repay Shylock's loan. Shylock demands a pound of Antonio's flesh. Portia disguises herself as a legal clerk and goes to Antonio's trial. She outsmarts Shylock and prevents him from taking revenge on Antonio. The play is a comedy. It ends with the **protagonists'** good fortunes restored. Shylock, the **antagonist**, is humiliated. The play deals with serious themes, such as religious conflict and oppression. Shylock is the villain, but his hatred is due to poor treatment by Christians, especially Antonio. For example, when Shylock points out that Antonio has treated him badly because he is Jewish, Antonio does not feel bad. He says he will never change, even if Shylock loans him money.

## Practice

### Activity 1

Read the following excerpt from Act 1, Scene 3 of *The Merchant of Venice* and answer the comprehension questions.

Excerpt 1:

Shylock:

Fair sir, you spat on me on Wednesday last,  
 You spurned me such a day; another time  
 You called me a dog; and for these courtesies  
 I'll lend you thus much moneys?

Antonio:

I am as like to call thee so again,  
 To spit on thee again, to spurn thee too.

Excerpt 2 (from Act 3, Scene 3):

Shylock:

I'll have my bond, speak not against my bond.  
I have sworn an oath that I will have my bond.  
Thou call'dst me dog before thou hadst a cause,  
But since I am a dog beware my fangs.

### Comprehension questions

1. From the excerpts, what is the relationship between Shylock and Antonio?
2. State which three things Antonio had said and done to make Shylock angry.
3. What is the bond Shylock is asking for?
4. According to the excerpts, identify two things about the character of Antonio.
5. According to the excerpts, identify two things about the character of Shylock.

### Activity 2

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

1. Antonio is \_\_\_\_\_.
  - a. a bard
  - b. a thief
  - c. a beggar
  - d. a merchant
2. What does Antonio have to do in order for Bassanio to receive money?
  - a. He must pledge his own collateral for the loan.
  - b. He must promise his daughter in marriage.
  - c. He must sell some of his ships.
  - d. He must promise to convert to Christianity.
3. What Biblical passage does Shylock quote to defend charging interest on loans?
  - a. Jacob receiving the striped lambs from his father-in-law
  - b. The scene of the last supper
  - c. Noah building the ark
  - d. Pilot whipping Jesus 40 times
4. When the play begins, Antonio and Portia can best be described as
  - a. ambiguous
  - b. depressed
  - c. happy
  - d. corrupt
5. Who is the merchant of Venice?
  - a. Shylock
  - b. Antonio
  - c. Portia
  - d. Bassanio

6. What condition must the Prince of Morocco agree to before he may choose from among the caskets?
  - a. That if he chooses wrongly, he will give Portia all his wealth and leave forever.
  - b. That if he chooses wrongly, he will kill himself.
  - c. That if he chooses wrongly, he will never marry.
  - d. That if he chooses wrongly, he will have to marry a woman of Portia's choosing.
7. Lancelot leaves Shylock to become whose servant?
  - a. Jessica
  - b. Antonio
  - c. Bassanio
  - d. Gobbo
8. Lorenzo and Jessica do what during the masque?
  - a. They run away from Shylock's house, taking a great deal of gold and valuables with them.
  - b. They get into an argument and refuse to speak to one another.
  - c. They become drunk with the other revellers.
  - d. They purchase a monkey and bring it back to Shylock's house.
9. How is Jessica dressed when she runs away from Shylock?
  - a. In a valuable dress covered with jewels
  - b. As a clown
  - c. As a man
  - d. As a queen
10. Shylock delivers his famous monologue, 'Hath not a Jew eyes?', to which characters?
  - a. Solanio and Salerio
  - b. Bassanio and Gratiano
  - c. Jessica and Lorenzo
  - d. Portia and Nerissa
11. After Bassanio chooses the correct casket, what does Portia give him and tell him never to lose?
  - a. The casket
  - b. A ring
  - c. Money to take to Antonio
  - d. Herself

<b>Lesson Title:</b> Oral Description of an Incident	<b>Theme:</b> Writing and Speaking
<b>Practice Activity:</b> PHL-09-115	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Describe an incident orally to an audience.
2. Use adjectives in your description.

### Overview

An **incident** is an event or occurrence. It can be big or small, good or bad, intentional or unintentional. Here are some examples:

- a bank robbery
- a funny or controversial situation
- an argument between two people
- a house catching fire
- a car hitting another car

When we tell a story about an incident, people should want to hear how the story ends. Telling personal stories of what we saw or experienced can be very interesting. For example, you could describe a time in your life when you learned a lesson or a time during the rains that you will never forget.

When describing an incident, you first say:

- where the incident happened
- when it happened
- what the exact incident was

Then, you explain how it happened:

- what you saw
- who you saw
- other details

Finally, you say how the incident ended and what you learned from it.

### Practice

#### Activity 1

Write a short composition describing an incident that taught you a lesson. Remember to follow the order described in the overview.

#### Activity 2

Tell a friend or family member about the incident you wrote about in Activity 1.

<b>Lesson Title:</b> The Use of 'Little', 'a Little', 'Few', 'a Few' and the Articles 'a', 'an' and 'the'	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-116	<b>Class:</b> JSS 3



### Learning Outcomes

By the end of the lesson, you will be able to use these adjectives and articles correctly in sentences.

## Overview

**Articles** are words that tell us when the writer is referring to a specific thing or a general thing. They are a type of adjectives. There are three articles in English: 'a', 'an' and 'the'.

'A' and 'an' are called **indefinite articles** because they do not refer to a specific person, place or thing. We use 'a' when the noun that follows starts with a consonant sound. We use 'an' when the noun that follows starts with a vowel sound.

Examples:

- He drank **a** soda.
- She wore **an** earring.

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

- I want to ride in **the** car.

We do not always use articles in front of nouns. Often, we use other adjectives, such as 'few' and 'little'. 'Few' means not many. It is used with plural **countable nouns**. These are nouns that you can count, such as apples. As well as meaning small in size, 'little' can mean small in terms of quantity, or 'not much'. In this sense, we use 'little' with singular **uncountable nouns**. These are nouns you cannot count, such as water. (You cannot, for instance, say, one water.)

Examples:

- The **few** apples that remained at the market were rotten.
- The **little** water we had at home was used for cooking.

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

Examples:

- She has **a few** apples left to sell.
- He has **a little** water to drink.

## Practice

### Activity 1

Fill in the blanks with 'a little', 'little', 'few', or 'a few' to complete the sentences.

1. Let's go to the Freetown Mall. I have \_\_\_\_\_ money.
2. I'm sorry I can't pay for your lunch. I have \_\_\_\_\_ money.
3. Not many children like vegetables; for example, \_\_\_\_\_ children eat squash.
4. Joe is always angry. That's why he has \_\_\_\_\_ friends.
5. Bill did not drink all the drinks. There are \_\_\_\_\_ left.
6. The party was fun, but there were \_\_\_\_\_ people I know there.
7. May I please have \_\_\_\_\_ more coffee?
8. \_\_\_\_\_ of the children were rude, but most were polite.
9. Donald doesn't care for school. He has \_\_\_\_\_ interest in it.
10. I need to talk to you. Do you have \_\_\_\_\_ minutes?

### Activity 2

Choose the correct answer from the multiple-choice options to complete the sentences below.

1. Do they need \_\_\_\_\_ tips? They seem to be having problems.  
a. a few      b. few      c. little      d. a little
2. They got \_\_\_\_\_ clients together for the new offer. It does not seem to be very popular.  
a. a few      b. few      c. little      d. a little
3. She will have \_\_\_\_\_ time. I don't think she will be able to see me.  
a. a few      b. few      c. little      d. a little
4. Don't we need \_\_\_\_\_ minutes before we begin? We will have to do \_\_\_\_\_ preparation.  
a. a few / a little      b. few / a few      c. little / a few      d. a little / few
5. The teachers have \_\_\_\_\_ ideas. They seem to know the best.  
a. a little      b. little      c. few      d. a few

### Activity 3

Choose the correct answer from the multiple-choice options to complete the following sentences.

1. What is \_\_\_\_\_ most delicious sauce in Sierra Leone?  
a. a      b. an      c. the      d. a and an



2. You often carry \_\_\_\_\_ orange in your bag.  
a. the      b. an      c. a      d. the and a
3. Does \_\_\_\_\_ apple a day keep the doctor away?  
a. the      b. a      c. an      d. a and an
4. Have you tried \_\_\_\_\_ burger from Lion Bakery? It is very delicious.  
a. the      b. an      c. a      d. the and an
5. Do you have \_\_\_\_\_ favourite meal?  
a. a      b. the      c. an      d. an and the
6. Have you ever cooked \_\_\_\_\_ meal for someone?  
a. an      b. a      c. an      d. an and the
7. Which town makes \_\_\_\_\_ best food?  
a. the      b. a      c. an      d. an and the
8. Do you have \_\_\_\_\_ double room available?  
a. a      b. the      c. an      d. the and an
9. Are you \_\_\_\_\_ vegetarian?  
a. a      b. the      c. an      d. a and the
10. Do you like \_\_\_\_\_ coffee from Kenema?  
a. an      b. the      c. a      d. an and

Lesson Title: Poetry	Theme: Reading
Practice Activity: PHL-09-117	Class: JSS 3



### Learning Outcomes

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

1. Explain a set poem in your own words.
2. Answer short questions to draw out concepts from the poem.

### Overview

*The Blind Boy* is one of the set poems for the BECE examinations. In the poem, a blind boy asks people to tell him what light looks like. He knows that he will never see light.

The poem is broken up into **stanzas**. Stanzas are like paragraphs in poetry.

In the first stanza, the **repetition** of the exclamation 'O' in lines 1 and 4 shows that the blind boy longs to see the light: 'O, tell your poor blind boy!'

In the second stanza, he recalls some of the information that people have given him:

'You talk of wondrous things you see,  
You say the sun shines bright.'

This means that all he knows about how things look is what people tell him. 'Wondrous' means wonderful or beautiful. In the same stanza, we discover that the blind boy can only tell that the sun is shining when he feels the heat or the warmth of the sun. He does not know when it is day or night.

In the third stanza, the blind boy says that he decides that when he is asleep, it is his night, and when he is awake and playing, it is his day:

'My day or night myself I make  
Whene'er I sleep or play;'

In the fourth stanza, the blind boy says that he knows people feel sorry for him. He can hear their sighs. To sigh is to breathe out heavily or loudly, especially in response to a sad situation or a situation that cannot change. He says that the people feel sad about his 'hapless woe'.

'Hapless woe' means bad luck or unfortunate situation. In this poem, the boy's hapless woe is his blindness. He is willing to bear his burden because he was born blind. He cannot feel the loss of sight because he never had sight. This is what he means in:

'With patience I can bear  
A loss I ne'er can know.'

In the last stanza, the blind boy knows that he will never see, so he will not allow his blind condition to make him sad:

'Then let not what I cannot have  
My cheer of mind destroy'.

The blind boy keeps himself happy by singing. When he sings, he feels like a king. He is alone in his own kingdom of blindness and considers himself the king of his kingdom. Even though readers may want to feel sorry for the blind boy, the poem is not sad because of the mood and attitude of the persona. The **persona** is the person who talks in the poem – the blind boy himself.

## Practice

### Activity 1

Practise reading the poem aloud then 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 or 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. Who wrote the poem?
2. How does the blind boy divide time?
3. Who is the speaker in the poem?
4. According to the poet there are two blessing of sight that he does not enjoy. What are they?

## Activity 2

Answer the following questions. Choose the correct answer from the multiple choice options provided.

1. The persona in the poem *The Blind Boy* is
  - a. the poet himself
  - b. a blind boy
  - c. story teller
  - d. doctor
2. A thing not enjoyed by the blind boy is
  - a. gifts of sun
  - b. gifts of nature
  - c. gift of sight
  - d. day and night
3. The person addressed as 'you' in the poem the Blind Boy is
  - a. the poet
  - b. social worker
  - c. the eye specialist
  - d. the people with sight
4. A thing that is not seen by the Blind Boy but felt by him is
  - a. the earth
  - b. the sun
  - c. the moon
  - d. his body
5. The blind boy feels the sun by
  - a. smell
  - b. day
  - c. night
  - d. warmth
6. The riddle to the blind boy is
  - a. the secret of the day and night
  - b. the secret of sight
  - c. the secret of nature
  - d. the secret of the world
7. Who feels sorry for the blind boy
  - a. his sight
  - b. others with sight
  - c. joy of others
  - d. sight of the blind
8. The blind boy cheers his mind by
  - a. nature
  - b. birds' song
  - c. his song
  - d. voice

Lesson Title: Prose Text	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-118	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Relate events in a prose text to your own experience.
2. Argue about a character in the book – those that you like and those that you dislike – and why.

### Overview

**Prose** is different from poetry. Prose does not have the same rhythm or structure. It is English in its ordinary form.

As you read, try to imagine yourself in the position of the **protagonist**. The protagonist is the main character. We can become very attached to the protagonist. We share the joys and sorrows of that character. We feel good when the character is happy and feel bad when the character is sad. We get angry at other characters that try to hurt the protagonist. When we **relate to** a character, we connect the events of the story to our own experiences.

In this story, we shall identify the characters that we like and those that we dislike. The main character is Fatu. She is the **protagonist**. You should think about Fatu's experiences and imagine how your life would be in Fatu's situation.

Fatu's aunt is the **antagonist**. She is the one who is against Fatu. She is a very harsh woman, who punishes Fatu for every little mistake and gives her so much work that Fatu has no time to study at home. Another character in the story is Fatu's uncle, Jimma. He sees how badly his wife treats Fatu, but he does not stop her.

### Practice

#### Activity 1

Read the following passage and answer the multiple-choice comprehension questions.

#### Fatu Overcomes

Fatu's parents were so poor that when her father's cousin came and told the parents that he would take Fatu to Kono, they readily agreed. Fatu's uncle, Uncle Jimma, had a wicked and lazy wife who always complained about too much work in the house. Uncle Jimma took Fatu with him so that she would help his wife with the work.

Uncle Jimma's wife mistreated Fatu and gave her so much work that she went to bed very late and woke up very early. Fatu was always late for school. Even though she went through all these problems, Fatu sacrificed her sleep to study.

Instead of playing in school, she studied. When the BECE results were released, Fatu got an aggregate score of 12. We clapped when the Principal announced her result to the school.

### Comprehension questions

1. What is the best way to describe Fatu's aunt?
  - a. Tired and not interested in Fatu
  - b. Lazy and demanding
  - c. Kind and helpful
2. Why did Uncle Jimma take Fatu home with him?
  - a. To help his wife with house work
  - b. To help give her a better education
  - c. Because he was trying to help out his cousin
3. What did Fatu sacrifice to study for the BECE examinations?
  - a. Eating and sleeping
  - b. Playing and sleeping
  - c. Playing and eating
4. How did Fatu's aunt mistreat Fatu?
  - a. She beat her
  - b. She would not let her go to school
  - c. She gave her so much work that she had no time for anything else
5. Who was happy for Fatu when she got a good score?
  - a. Her parents and uncle
  - b. Her aunt and uncle
  - c. Her classmates at school

### Activity 2

Have you ever had an experience where you had to overcome someone or something standing in your way? What did you do? Write a short paragraph of 5–7 sentences about your experience.

<b>Lesson Title:</b> The Active and Passive Voices	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-119	<b>Class:</b> JSS 3



### Learning Outcomes

By the end of the lesson, you will be able to demonstrate your understanding of the active and passive voice by changing sentences from the active to the passive voice.

## Overview

The **active voice** refers to a sentence or phrase in which the subject is doing the action. For example, 'John threw the ball.' John is the subject. He is the person who threw the ball. In the **passive voice**, the action happens to the subject. Often, the subject is unknown. For example: 'The ball was thrown.' In this sentence, we don't know who threw the ball. Sometimes in passive voice, the person who does the action is placed at the end. For example: 'The ball was thrown by John.'

The active voice is clearer and more direct than the passive voice. But the passive voice can be useful, especially if you don't know who did the action – or if who did the action was unimportant.

There are four steps for changing the active voice to the passive voice:

- Ask the question, 'What did the subject do?'
- Use the past participle of that verb with the appropriate tense of the verb 'to be'.
- Put the preposition 'by' in front of the noun or subject. Move the subject to the end.
- Move the object to the beginning.

Look at how the steps work with the sentence 'My mother prepares supper.'

- The subject 'supper'.
- 'is prepared'
- 'by my mother'
- 'Supper is prepared by my mother.'

## Practice

### Activity 1

Identify what the subject is doing in each sentence.

1. Iye washes the dishes every day.
2. My mother planted vegetables in the garden.
3. The girls bought cold soda from the store.
4. Mary helped Dawa this afternoon.
5. I will clean the bathroom.

## Activity 2

Change the following statements from the active to the passive voice.

1. Iye washes the dishes every day.
2. My mother planted vegetables in the garden.
3. The pupils are drinking cold soda from the store.
4. Mary is helping Dawa.
5. I was cleaning the bathroom.
6. My sister was drying the plate when it broke.
7. The villagers caught several fish.
8. The debate club discovered their meeting was cancelled.
9. You ate all of the fruit.
10. I kept my promise.



<b>Lesson Title:</b> Expository Writing – Giving Instructions	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-120	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to explain how to prepare a dish or play a game to somebody who does not know how to do it.

## Overview

An **expository essay** explains something to a reader. It has the following characteristics:

- tells how something is done
- explains why something is done
- enlightens the reader on a particular subject
- gives information, instructions or directions
- explains an idea or issue
- describes the processes involved in doing something, such as preparing a dish, playing a game or making something

An expository essay uses the following features:

- It starts with a title.
- It is written in paragraphs.
- It has an introduction.
- The body of the essay is well-structured. It is a step-by-step description of a process or an issue.
- It uses the simple present tense.

Here is an example of an expository essay:

### How to Prepare My Favourite Food

The name of my favourite food is wan pot. Wan pot is a delicious dish. It is easy to prepare and serves many people.

The ingredients used to prepare wan pot are: some rice, some cooking oil, nut oil or palm oil, onions, pepper, fresh tomatoes (or any other vegetable), tinned tomatoes, salt, Maggi or other seasoning, and some fish, chicken or other meat.

To prepare the ingredients: Wash and chop (cut) the vegetables. Wash and cut the meat or fish or chicken into pieces and add salt or seasoning to them. Wash the rice.

To prepare the dish, put a clean pot on the fire and pour in some oil. Add the chopped vegetables and leave them to cook for a while. Add the fish, meat or chicken, some tinned tomatoes and some salt, and Maggi or seasoning. If you are using meat, boil it first until it is soft enough before you add it to the vegetables. Add some water, enough to cook the rice, and leave it to boil. Pour in the rice and stir with a cooking spoon. Cover the pot and leave it to boil until the rice is soft and the water has been absorbed.

Now it is ready to be served.

## Practice

### Activity 1

Use the following outline to plan your expository essay. In your essay, you will explain how to play a game.

Title

Introduction: Which game will you be explaining? Why did you choose it?

Body: A step-by-step description of how to play the game. Use the simple present tense while writing.

Step 1:

Step 2:

Step 3:

(more if needed)

Conclusion: Sums up what you have explained.

### Activity 2

Use the outline you completed in Activity 1 to help you write your expository essay explaining how to play a game. 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:

- a title
- an introduction that introduces the game
- a body that explains the different steps of how to play the game
- a conclusion that sums up what you have explained
- well-organised paragraphs
- no spelling or grammar errors

<b>Lesson Title:</b> Conditional Tenses	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-121	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Refer to action that could or should have happened in the past but did not.
2. Use the conditional tenses to refer to a specific situation or likely event.

### Overview

We use the **conditional** to talk about what could happen, what might have happened or what we wish would happen. Most sentences using the conditional contain the word 'if'. In the present tense, conditional sentences may use 'when' instead.

In conditional sentences, for something to happen and be true, another thing must happen and be true also. That is the condition. Sentences that use conditional tense require two verbs. Here are some examples:

<b>If/when + simple present</b>	<b>simple present</b>
If you eat rotten chicken	you get sick.
If you get very sick	you go to the hospital.
<b>If + simple present</b>	<b>simple future (will)</b>
If you walk too slowly	you will be late to school.
If you are late to school	you will be punished.
<b>If + simple past</b>	<b>present conditional (would)</b>
If I knew his phone number	I would call him.
If I called him	he would say, 'Hello'.
<b>If + past perfect</b>	<b>perfect conditional (would have)</b>
If they had played harder	they would have won the match.
If they had won the match	they would have celebrated.

### Practice

#### Activity 1

Choose the best answer from the multiple-choice options to complete the following sentences.

1. If I were a dog, I...
  - a. would spend all day sleeping under a tree.
  - b. will spend all day sleeping under a tree.
  - c. can spend all day sleeping under a tree.
2. If you saw a thief stealing, ...
  - a. what did you do?
  - b. what are you doing?
  - c. what would you do?

3. If I could speak Swahili, ...
  - a. I will go to Tanzania.
  - b. I would go to Tanzania.
  - c. I am going to Tanzania.
4. People would spend more time at restaurants, if...
  - a. there were more money.
  - b. they has more money.
  - c. they had more money.
5. If you don't do your homework, ...
  - a. you will not pass your exams.
  - b. you won't not pass your exams.
  - c. you will pass your exams.

### Activity 2

Put the verb in brackets into the correct tense to make a conditional sentence.

1. If the computer \_\_\_\_\_ (stop), press this button to reset it.
2. If you help me with my homework, I \_\_\_\_\_ (do) the same for you one day.
3. If we find a bus, we \_\_\_\_\_ (get) there before the show starts.
4. If he had not fallen over, he \_\_\_\_\_ (win) the race.
5. We would have stopped to say hello if we \_\_\_\_\_ (have) the time.

### Activity 3

Complete the following sentences using the conditional tense.

1. If I had more time, \_\_\_\_\_.
2. If I lived on a lonely island, \_\_\_\_\_.
3. If you study for the test, \_\_\_\_\_.
4. If they had listened to me, \_\_\_\_\_.
5. If it rains tomorrow, \_\_\_\_\_.

<b>Lesson Title:</b> Conditional Tenses (Continuation)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-122	<b>Class:</b> JSS 3



### Learning Outcome

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

## Overview

**Conditional tenses** are used to discuss:

- What could happen
- What might have happened
- What we wish would happen

They are not used to talk about things that actually did happen, unless they are talking about general truths, such as, 'If it rains, you get wet.'

When you sit your BECE examinations, you will be given questions that use **conditional clauses**. You will have to choose the correct interpretation. For example, 'If we had gone to the market, we would have bought food for supper.'

This means that:

- a. We bought food for supper.
- b. We have been buying food for supper.
- c. We are now buying food for supper.
- d. We did not buy food for supper.

The correct answer is d.

## Practice

### Activity 1

Choose the correct interpretation of the following conditional sentences.

1. If I had not broken my leg, I would have taken part in the dance.
  - a. The person is taking part in the dance.
  - b. The person is not taking part in the dance.
  - c. The person was taking part in the dance.
2. My brother would have bought a car if he had the money.
  - a. My brother did not buy a car.
  - b. My brother did buy a car.
  - c. My brother will buy a car.
3. If I feel better, I will go to the football match with you.
  - a. The person will go to the match.
  - b. The person will not go to the match.
  - c. The person might go to the match.

4. We would swim in the ocean if it were not so cold.
  - a. They are swimming in the ocean.
  - b. They are going to swim in the ocean.
  - c. They are not going to swim in the ocean.
5. If we had a boat, we would sail the seven seas.
  - a. They have a boat.
  - b. They do not have a boat.
  - c. They will have a boat.

### Activity 2

Write an interpretation of the following conditional sentences.

1. If you had arrived here a week ago, you would have seen the festival.
2. I would have brought you some more mangoes if I had more.
3. If the wind hadn't stopped, our fence would have blown away.
4. If we'd had more rain in the rainy season, the plants would be taller now.
5. The baby would not have burned herself if you were watching more carefully.

### Activity 3

Fill in the blank with the correct form of the verb in brackets. Some sentences need a negative verb.

1. If you \_\_\_\_\_ late again, the teacher will be angry. (to arrive)
2. You will be sorry if you \_\_\_\_\_ for your exams. (to revise)
3. We \_\_\_\_\_ if the weather's nice. (to go)
4. I \_\_\_\_\_ so happy if I pass the exam. (to be)
5. The government \_\_\_\_\_ the next election if it ignores public opinion. (to lose)

<b>Lesson Title:</b> Narrative Composition	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-123	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to write a narrative composition using the conditional tense.

## Overview

The **conditional tense** that is best for writing a narrative composition is the pattern **if + simple past + present conditional**. For example, 'If I became president, I would be famous.' This conditional tense is used with unlikely or impossible situations. When you make the statement you know that you are not president, and it is unlikely that you will become president in the future.

The conditional tense requires you to imagine the future. It also requires you to use the helping verb 'would' with a main verb.

Today, you are going to write a narrative composition based on something that is unlikely to happen. To do this, you will need to use conditional tenses.

Remember that when you write a narrative composition, you should introduce your topic in your opening paragraph so that readers know what you are writing about. For example, 'There is so much I would do if I became president.' Remember to always use the helping verb '**would**'. Each time you mention what you would do, explain it or give a reason.

## Practice

### Activity 1

Use the following outline to help you plan your narrative composition in the conditional tense. Write on the topic, 'If I Travelled to Outer Space'.

#### Title

Introduction: Introduce the topic of your narrative composition.

Body paragraphs: Describe what you would do if you travelled to outer space. Use a different paragraph for each idea.

- 1.
- 2.
- 3.

Conclusion: Sum up your composition.

## Activity 2

Use the outline you completed in Activity 1 to help you write your narrative composition on the topic, 'If I Travelled to Outer Space'. Remember to organise your writing into a clear introduction, body and conclusion.

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

- a title
- an introduction that introduces the topic
- a body that describes what you would do if you travelled to outer space
- a conclusion that sums up what you have written in the composition
- well-organised paragraphs
- sentences that have conditional tense.
- no spelling or grammar errors



Lesson Title: Prose	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-124	<b>Class:</b> JSS 3



### Learning Outcome

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

## Overview

**Prose** is the everyday language that we speak and write. Text messages, letters and essays all use prose. Prose is different from poetry because we do not normally speak in poetry. In the BECE Prose examination, questions will ask for specific information about a prose text. For example, ‘When did the boys arrive at school?’ Your answer should be short and direct. For example, ‘The boys arrived at 8:00am.’

Answers to questions on prose in the BECE examinations are always very short. The questions will be on one of the following topics:

- The author/writer of the text.
- The type of prose: epistolary (prose written in the form of a letter), autobiographical (prose giving the life experiences of the writer) or narrative (prose telling a story).
- The cultural background of the text or the people in the text.
- The theme/subject matter of the text.
- The setting (place and time) of the events.
- The characters’ relationship with each other or their actions and reasons for their actions.

## Practice

### Activity 1

Read the following text and answer the comprehension questions.

#### A Camping Holiday

Richard Bobby wrote a story about John and his sister Jane, who always spent a most enjoyable camping holiday in Grafton with their father and mother every Easter. Their new blue tent, which had two bedrooms and a dining room, was set near a little stream.

Early every morning, the two children and their mother went bathing, while their father prepared breakfast. When breakfast was over, they all went down to the stream to enjoy the cool water. But mother always left early to get lunch ready by one o’clock.

The children continued enjoying the cool stream but were surprised when they didn’t hear their mother calling them for lunch. They became curious, so headed back to the tent. They found their father, but not their mother. After looking for a while, they became very worried and began calling out for her. They thought maybe she had been attacked by a wild animal!

After a while, the children and their father went back to the tent. They didn't know what to do. All of a sudden, they heard a happy humming coming from the forest, and out of the trees appeared their mother. They rushed to her, embracing her in a big hug. 'I should disappear more often,' she laughed, 'I never get this much attention! I only had to hike to the car to get the matches we left to start the fire.' The children were so relieved that they offered to make lunch while their mother relaxed with a book.

### **Comprehension questions**

1. Why did the children become worried?
2. What did they think happened to their mother?
3. Why did the mother say she should disappear more often?
4. Where had their mother gone?
5. Why did the children offer to make lunch?

### **Activity 2**

Identify whether the following statements are true or false.

1. Questions on prose in the BECE examinations are long.
2. Prose written in the form of a letter is called narrative prose.
3. There may be questions on the cultural background of the characters in a text.
4. An autobiographical prose gives the experiences of the writer.
5. The setting of the events does not matter.

<b>Lesson Title:</b> Translating Shakespearean English into Modern English	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-125	<b>Class:</b> JSS 3



**Learning Outcome**

By the end of the lesson, you will be able to translate Shakespearean English into modern English.

**Overview**

Shakespeare was a great writer when Elizabeth I was Queen of England hundreds of years ago. The English we use today is different from the English Shakespeare used. It is called **modern English**. Shakespearean texts used in schools today are difficult to understand because:

- Many words that Shakespeare used are no longer used today.
- Many words were borrowed from foreign languages. For example, 'signior' is an Italian word meaning 'gentleman'.
- Some words are spelled differently now. For example, 'myself' was separated in the days of Shakespeare as 'myself'.
- Some Shakespearean phrases mean a single word in modern English, which is not always obvious. For example, 'in faith' means 'frankly'.
- Short Shakespearean expressions have become longer in modern English but sometimes the opposite is true. Some word orders have also changed. For example, 'I know not' is now 'I do not know' in modern English.

To make Shakespearean English easy to read and understand, we can translate it into modern English. Doing this will help you to read Shakespearean drama at both the BECE and WASSCE levels. Look at the example below from Shakespeare's *The Merchant of Venice*, Act 1 Scene 1:

<b>Excerpt</b>	<b>Translation into Modern English</b>
<p><b>In sooth, I know not</b> why I am so sad;  It <b>wearies</b> me; you say it wearies you;  But how I caught it, found it, or came by it,  What stuff 'tis made of, <b>whereof it is born,</b>  <b>I am to learn;</b>  And such a <b>want-wit</b> sadness makes of me  That I have much ado to know myself.</p>	<p>Truly, I do not know why I am so sad.  It tires me; you say it tires you too.  But how I got this sadness,  What it is like and where it came from,  I have yet to find out.  And sadness has made me so foolish  That I have trouble understanding myself.</p>

## Practice

### Activity 1

Below are some quotes from plays written by Shakespeare. Match the words in bold with the words lettered a-h that share the same meaning.

- |   |           |
|---|-----------|
| 1. 'The lady <b>doth</b> protest too much.'   | a. why    |
| 2. 'I kissed thee <b>ere</b> I killed thee.'  | b. before |
| 3. 'O Romeo, Romeo, <b>wherefore</b> art thou Romeo?'   | c. has    |
| 4. 'From <b>whence</b> doth spring the true Promethean fire.'   | d. does   |
| 5. ' <b>Thy</b> husband is <b>thy</b> lord, <b>thy</b> life, <b>thy</b> keeper.'                            | e. listen |
| 6. 'He that <b>hath</b> a beard is more than a youth, and he that <b>hath</b> no beard is less than a man.' | f. never  |
| 7. 'Oh, thou did'st then <b>ne'er</b> love so heartily.'  | g. where  |
| 8. ' <b>Hark! Hark!</b> the lark at heaven's gate sings.'   | h. your   |

### Activity 2

Explain the following excerpt from *The Merchant of Venice* from Act 4 Scene 2 in your own words. You will have to translate the text into modern English.

I am sorry for thee. Thou art come to answer  
A stony adversary, an inhuman wretch  
Uncapable of pity, void and empty  
From any dram of mercy.

<b>Lesson Title:</b> Parts of Speech	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-126	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to recall the parts of speech and the functions of each.

### Overview

There are eight **parts of speech** in English: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections. Every word in a sentence belongs to one part of speech. The part of speech tells you how the word functions grammatically.

- **Noun:** the name of a person, animal, place or thing  
Examples: president, cat, ocean, table
- **Pronoun:** takes the place of a noun  
Examples: I, her, our
- **Verb:** an action or state of being  
Examples: be, eat, study
- **Adverb:** modifies a verb, adjective or adverb to make it more specific  
Examples: easily, really, well
- **Adjective:** describes a noun or pronoun  
Examples: sad, angry, big
- **Preposition:** shows the relationship between a noun or pronoun and another noun or pronoun  
Examples: over, between
- **Conjunction:** connects words, phrases or sentences  
Examples: and, but, or
- **Interjection:** shows sudden emotions  
Examples: oh, um

For example, in the sentence 'I ate bread for breakfast':

- 'I' is a pronoun.
- 'Ate' is a verb.
- 'Bread' is a noun.
- 'For' is a preposition.
- 'Breakfast' is a noun.

## Practice

### Activity 1

Identify the part of speech that is **bold** in each of the following sentences. Choose the best answer from the multiple-choice options provided.

1. **He** will visit his grandparents for two weeks of summer.
  - a. adverb
  - b. conjunction
  - c. pronoun
2. She wore a **beautiful** dress to the party.
  - a. adverb
  - b. interjection
  - c. adjective
3. **Ejatu** brought his notebook to class.
  - a. pronoun
  - b. noun
  - c. preposition
4. Mother **and** father like taking long trips to visit relatives.
  - a. conjunction
  - b. preposition
  - c. verb
5. The coach **jumped** for joy.
  - a. verb
  - b. adverb
  - c. noun
6. I **really** wanted to play with my friends, but I had to do my homework.
  - a. verb
  - b. adverb
  - c. preposition
7. **Hey!** Put that down!
  - a. interjection
  - b. preposition
  - c. conjunction
8. The book is **under** the chair.
  - a. adverb
  - b. preposition
  - c. conjunction

## Activity 2

Identify the parts of speech in **bold** in each of the following sentences.

1. Dinosaurs were **very** large and lived millions of years ago.
2. **I** usually study in the library after class.
3. Saidu drove his car very slowly down the **road**.
4. What language do most people **speak** in Nigeria?
5. Her father flies **to** many countries because he is a pilot.
6. His sister is very **smart**.
7. We tried to finish on time **but** it was impossible.
8. **Wow!** I can't believe you ate the entire cake.

## Activity 3

Fill in the blanks in the sentences below with the correct part of speech.

1. A word that describes a person, place, or thing is called a \_\_\_\_\_.
2. A word that expresses action is a \_\_\_\_\_.
3. A word that describes a noun or pronoun is called an \_\_\_\_\_.
4. A word that describes or modifies a verb or adjective is called an \_\_\_\_\_.
5. A word that stands in place of a noun is called a \_\_\_\_\_.
6. A word that connects parts of a sentence is called a \_\_\_\_\_.
7. A word that expresses emotion is called an \_\_\_\_\_.
8. A word that shows the relationship between a noun or pronoun and another noun or pronoun is a \_\_\_\_\_.

<b>Lesson Title:</b> Concrete and Abstract Nouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-127	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Identify concrete and abstract nouns.
2. Recognise all the different types of abstract nouns, ranging from emotions and feelings to those that can be seen.

### Overview

A **noun** is a very common part of speech. That is because almost every sentence must have a noun. A noun is a person, animal, place or thing. Here are some types of nouns:

- **Proper noun:** Refers to a specific thing that is unique, such as a city, country or name. Proper nouns always begin with uppercase letters.  
Examples: Freetown, Simon, Njala University
- **Common noun:** Refers to a general noun. It begins with lower case letters.  
Examples: city, boy, university
- **Collective noun:** Refers to a group of individuals.  
Examples: team, family, class

Two other types of nouns are concrete nouns and abstract nouns.

- **Concrete noun:** Something you can count, see, hear, taste, smell or touch. In other words, it names a thing you can experience with one of your five senses. Examples: rice, drum, river, rain, village, mouth
- **Abstract noun:** Something that we cannot physically see or touch. Abstract nouns are concepts or ideas that exist only in the mind.

Abstract nouns are used in many types of situations.

Examples:

- Emotions: love, fear, anger, joy, excitement
- Feelings: desire, creativity, uncertainty
- States or qualities: courage, bravery, cowardice
- Concepts or ideas: faith, culture, comfort
- Events: adventure, birthday, life, death



## Practice

### Activity 1

Identify whether the nouns in **bold** are examples of proper, common or collective nouns.

1. Last **Christmas** we visited my grandparents.
2. The old **fisherman** baited his hook and waited for a bite.
3. The noisy **flock** of geese honked overhead.
4. **Grace** hummed a tune while she walked to school.
5. The **rain** came down noisily.

### Activity 2

Identify whether each of the following words is a concrete noun or abstract noun. Then, write a sentence for each.

1. freedom
2. desk
3. baby
4. justice
5. dream

### Activity 3

Identify the abstract nouns in each of the following sentences.

1. I respected the honesty my friend showed.
2. Can you believe that woman's brilliance?
3. We have a lot of hope for the future.
4. The men showed much bravery on the battlefield.
5. We have so much pride in our school.

<b>Lesson Title:</b> Expository Writing in a Letter	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-128	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to write a letter to describe a process to a friend.

## Overview

**Expository** writing is writing that explains something. It can:

- tell how something is done
- explain why something is done
- enlighten the reader on a particular subject
- give information, instructions or directions
- explain an idea or issue
- describe the processes involved in making an item, such as preparing a dish, playing a game or making a product like soap or a basket

When you write an expository letter explaining how to play a game, you should structure it with an introduction, body paragraphs and a conclusion.

The **introduction** should begin with greetings. You should also state the purpose of the letter.

The **body paragraphs** should:

- state the name of the game
- identify what type of a game it is
- describe the game
- say how many players are needed
- describe how the game is played
- say how the game is won

The **conclusion** should summarise the reason for the letter.

## Practice

### Activity 1

Read the following expository letter. Then write a summary of how to play the game in your own words.

10 John Street  
Freetown,  
31st October 2016

Dear Musu,

How are you doing? I hope you are fine. Thank you for your last letter; I enjoyed reading it very much. In reply to your letter, I am writing to tell you about my favourite game.

My favourite game is snakes and ladders. It is an indoor game. It is a board game.

Snakes and ladders is played with a dice and small round tokens in red, blue, green and yellow. It is played on a board that has 100 small squares of the same size. The squares are numbered 1 to 100. There are snakes and ladders in different positions all around the board.

This game can be played by two to four players. Each player has a token to play the game.

The players cast (throw) the dice in turns. The number that is shown on the top of the dice is what the player uses to move his or her token along the squares, starting from number one.

If the token lands on a square that contains the foot of a ladder, the player climbs the ladder and moves to a higher position on the board. However, if the token lands on a square that contains the mouth of a snake, the player moves his or her token all the way down to the end of the snake's tail and drops to a lower position on the board. The game continues with each player taking turns to throw the dice and move along the squares. The first person whose token gets to 100 is the winner.

So Musu, this is how my favourite game is played. I like snakes and ladders very much because I am always lucky and climb a lot of ladders and win the game. I also enjoy the way the snakes swallow the tokens of my playmates and they go all the way down the board.

Please write and tell me what your favourite game is. I would like to know. Also give my regards to your sisters and your parents.

Your friend,  
Marie

## Activity 2

Write an expository letter to a friend explaining how to do something. For example, you could explain how to play a game, make a dish or make a product. Use the letter from Activity 1 as an example.

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

- address
- date
- greeting
- an introduction that introduces what you are going to explain
- a body that describes how to do something
- a conclusion that wraps up your letter
- an ending
- your name
- no spelling or grammar errors

<b>Lesson Title:</b> Oral Work on Exposition	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL-09-129	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Describe a process to a classmate.
2. Improve on your speaking skills.
3. Improve your ability to write an expository composition.

## Overview

**Expository writing** explains how things are done. For example, how to sew a dress, make a basket or plant a garden. Expository writing has the following features:

- It starts with a title.
- It is written in paragraphs.
- It has an introduction.
- The body of the essay is well-structured. It is a step-by-step description of a process or an issue.
- It uses the simple present tense.

You can also read out your essay to an audience. To make an **oral exposition**, you should speak loudly, use clear and simple language, and express yourself well in proper English.

Oral expositions follow a simple process:

- Start with an introduction. Address the audience and state what you are going to describe.
- List the items needed for the process.
- Outline the steps involved in the process, starting with step one.
- Thank the listeners for their attention.

## Practice

### Activity 1

Read the following exposition two or three times aloud. Afterwards, find a friend or family member and explain to them the process of planting peppers without reading from the exposition. After you have completed this task, write 3–5 sentences about how it went. Did you remember everything?

#### How to Grow Peppers

Good day, fellow classmates. I am here to describe to you the process of planting a vegetable garden. Gardening is something I like doing as a hobby. In my compound, I have a small garden where I grow peppers.

This is the process used to plant peppers.

First, nurse the pepper seeds in a container. The container can be plastic or tin and should contain mixed earth and manure. Put 3–6 pepper seeds, mixed with the earth and manure, in the container and leave them for a week or two for the seeds to germinate. They must be watered every day in the morning and evening.

During this week, brush a small piece of land; burn or clear unwanted sticks, stones, cups and plastic packets from the plot. Dig up the soil and construct a 'bed' or heap of earth.

After one week, check to see if the seeds have germinated and have grown enough to plant, for example, 5 inches. If so, it is now time to transplant the seedlings to the bed. Before transplanting, water the bed. Then dig holes in the bed. This is where you are going to put the seedlings and soil from the container. Make sure that you plant the roots under the soil but keep the leaves above the soil.

Water the young pepper plants twice a day, in the morning and in the evening. After 4–6 weeks, the peppers are ready for harvesting.

Thank you all for your attention.

## Activity 2

Use the following outline to help you write your oral exposition. Write about a particular skill you have that you could teach others. When you are finished, find a friend or family member to present your exposition to aloud.

Title of the exposition

Introduction: Remember to address the audience. Introduce what you are going to describe.

Body:

List the items needed for the process.

Outline the steps needed for the process, starting with step one.

Conclusion: Thank the audience.

<b>Lesson Title:</b> Revise Poetry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-130	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Recall details of subject matter in a prescribed poem.
2. Recall literary devices used in a poem.

## Overview

The poem *The Village Schoolmaster* is part of a longer poem called *The Deserted Village*. It was written in 18th century England. The poet is Oliver Goldsmith. The poem is humorous. It makes readers laugh.

The poem is one **stanza**. It describes the village Schoolmaster. The speaker of the poem was one of the Schoolmaster's pupils. We know this because he says, 'I know him well, and every truant'. Remember, truants are pupils who leave school without permission.

The speaker describes the Schoolmaster as a strict man. He says, 'The Schoolmaster looked very strict and severe'. He also tells us that pupils were afraid of the Schoolmaster; the poet calls them, 'boding tremblers'.

The poet uses **personification** to describe how pupils quietly warn each other when the Schoolmaster frowns. He says, 'The busy whisper circling round.' This is personification because a whisper cannot be busy; 'busy' is a human characteristic. However, the speaker notes that even though the Schoolmaster was strict, he was also kind and made many jokes. The poet uses **repetition** to stress that this strict man could really joke – he uses the word 'joke' twice in one line.

'Full well they laugh'd, with counterfeited glee,  
At all his jokes, for many a joke had he.'

It is **ironic**, though, because the pupils do not enjoy the jokes; they only laugh because they fear the Schoolmaster. He calls their fake laughter 'counterfeited glee'.

According to the speaker, the Schoolmaster's love for learning was so great that he knew almost everything. The poet uses **alliteration** to talk about some of the things that he could do.

For example, 'times and tides passage'. This means that he could foretell time. He was much more educated than the villagers. He could also write, gauge, measure lands and argue.

We learn that the Schoolmaster is stubborn and persistent; he would never give up an argument. The poet talks about the argument as if he is describing a war, in the expression 'though vanquish'd he could argue still'. Even though he was defeated in an argument, the Schoolmaster would not stop arguing. The poet says that the Schoolmaster used 'words of learned length and thundering sound'. This is a **hyperbole**. He is exaggerating the sound and importance of the words used by the Schoolmaster.

The term 'gazing rustics' tells us that people in the village were uneducated or illiterate and did not understand the words that the Schoolmaster used. Thus, the confused people stopped arguing. Ultimately, the villagers admired the Schoolmaster for all that he knew and wondered how there could be so much knowledge in his small head. For the village people, the more someone knew, the bigger his head should be.

## **Practice**

### **Activity 1**

Read the poem and then summarise it in your own words.

*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,  
'T'was certain he could write, and cypher 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 gaz'd, and still the wonder grew,  
That one small head could carry all he knew.

### **Activity 2**

Define the following literary terms. Give a definition in your own words then write your own example sentence for each.

1. personification
2. alliteration
3. hyperbole
4. repetition
5. irony

<b>Lesson Title:</b> Parts of Speech – Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-131	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Identify pronouns and their functions.
2. Recall the types of pronouns and show how they function in sentences.
3. Differentiate between personal and possessive pronouns.

### Overview

A **pronoun** is a word that takes the place of a noun. We use a pronoun in a sentence to avoid repeating the noun. For example, here is what a sentence might look like without pronouns: 'Musa gave Musa's father what Musa's father asked for.' With pronouns, we would change the sentence to 'Musa gave **his** father what **he** asked for.'

There are several types of pronouns:

- personal pronouns
- possessive pronouns
- reflexive pronouns
- demonstrative pronouns
- interrogative pronouns
- indefinite pronouns
- reciprocal pronouns
- relative pronouns

**Personal pronouns** are divided into two major categories: subject pronouns and object pronouns. **Subject pronouns** are the subject of the sentence. In other words, they are doing the action. **Object pronouns** are the object of the sentence – the action is happening to them. When we talk about personal pronouns we use the first-, second-, and third-person singular and first-, second- and third-person plural. Some examples of subject pronouns are:

- **It** is a bright, sunny day today.
- **They** went home before dinnertime.
- **We** all know the correct answer.

Some examples of object pronouns are:

- The teacher asked **us** to stay in class.
- The principal gave **me** an award.

A **possessive pronoun** replaces a noun while also showing who owns the noun. For example, instead of saying, 'That comb is Musa's comb', we can say, 'That comb is **his**.' Here are some more examples:

- **Ours** is the house on the right.
- I ate my breakfast, but you did not touch **yours**.



Person	Subject Pronouns	Object Pronouns	Possessive Pronouns
1 <sup>st</sup> person	I	Me	mine
2 <sup>nd</sup> person	you	You	yours
3 <sup>rd</sup> person	he/she/it	him/her/it	his/hers/its
1 <sup>st</sup> person plural	we	Us	ours
2 <sup>nd</sup> person plural	you	You	yours
3 <sup>rd</sup> person plural	they	Them	theirs

## Practice

### Activity 1

Identify the pronouns in the following sentences and state whether they are examples of subject or object pronouns.

1. They study French and Swahili every night.
2. She cooks really well.
3. Paul comes to the play with us.
4. My mother never told him.
5. When do we play football this week?

### Activity 2

Change the underlined nouns in the sentence to subject or object pronouns.

1. I saw Layla this morning and gave Layla the book back.
2. If you have your ticket, you can give your ticket to that person over there.
3. Amina and I paid for the food, but the waiter forgot to bring Amina and me the food.
4. Penguins don't live near the North Pole. Penguins live near the South Pole.
5. First, my sister and I played netball. Later, my sister and I went home.

### Activity 3

Fill in the blanks with the correct possessive pronoun.

1. This book bag is \_\_\_\_\_. It has my name on it.
2. This car belongs to my aunt and uncle. It is \_\_\_\_\_.
3. We moved into that house last year. It is \_\_\_\_\_.
4. Are you sure this skirt belongs to your sister? Yes, it's \_\_\_\_\_.
5. I think this pencil is \_\_\_\_\_. I saw you leave it on the table.
6. Musa found his classroom, but Emivia and Jebeh can't find \_\_\_\_\_.

<b>Lesson Title:</b> The Case of the Pronoun	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-132	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Determine which pronouns function as subjects and which function as objects in sentences.
2. Use subject and object pronouns in sentences.

### Overview

Remember, **personal pronouns** are divided into two major categories: subject pronouns and object pronouns. **Subject pronouns** are the subject of the sentence. In other words, they are doing the action.

Example:

- **She** bit the boy.

**Object pronouns** are the object of the sentence – the action is happening to them.

Example:

- The boy bit **her**.

When we talk about personal pronouns we use the first-, second-, and third-person singular and first-, second- and third-person plural. The third-person singular identifies whether the noun is a male, female or non-human. Look at the way personal pronouns change between subject and object form in the table below. For example, 'he' becomes 'him'.

Person	Subject Pronouns	Object Pronouns
1 <sup>st</sup> person	I	Me
2 <sup>nd</sup> person	you	You
3 <sup>rd</sup> person	he/she/it	him/her/it
1 <sup>st</sup> person plural	we	Us
2 <sup>nd</sup> person plural	you	You
3 <sup>rd</sup> person plural	they	Them

### Practice

#### Activity 1

Choose the correct personal pronoun to complete each of the following sentences.

1. My friends and I are going to walk to school. Would you like to join \_\_\_\_\_?
  - a. us
  - b. we
  - c. I
  - d. them

2. Where should I put these plates? Should I put \_\_\_\_\_ on the table?
  - a. him
  - b. them
  - c. it
  - d. hers
3. I don't like that dog. \_\_\_\_\_ bit me last week.
  - a. he
  - b. I
  - c. it
  - d. she
4. My friends and I didn't really have a great time. \_\_\_\_\_ didn't enjoy the film.
  - a. we
  - b. he
  - c. us
  - d. you
5. I like \_\_\_\_\_ because they always make me laugh.
  - a. they
  - b. her
  - c. them
  - d. him

### Activity 2

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

Example: Kathryn watched **them** play. (object pronoun)

1. **We** listened to my dad tell silly stories.
2. I gave the candy to **her**.
3. **It** is raining too hard to go outside.
4. My sister asked **him** for more soda.
5. Auntie gave **me** a piece of gum.

### Activity 3

Complete the following sentences with the correct subject or object pronoun to replace the subject in brackets. Then identify whether the pronoun you used is a subject or object pronoun.

Example : \_\_\_\_\_ are pupils at my school. (a boy and a girl) Answer: They

1. Please give it to \_\_\_\_\_.
2. They want \_\_\_\_\_ to work after school. (you and I)
3. Is \_\_\_\_\_ a good book? (a thing)
4. My cousin works with \_\_\_\_\_ at that company. (a man)
5. Are \_\_\_\_\_ members of the club? (people)

<b>Lesson Title:</b> Indefinite Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-133	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Determine why indefinite pronouns are called this.
2. Recognise the functions of indefinite pronouns in sentences.
3. Use indefinite pronouns effectively in sentences.

### Overview

**Indefinite pronouns** do not refer to a specific person or thing. They are used in a general sense. They can be either singular or plural, as shown in the table below.

Singular	Plural
another, any, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, no one, nobody, none, oneself, somebody, someone, something	both, few, many, most, much, other, several, some

Examples of singular indefinite pronouns:

- **Nobody** went to the meeting.
- **Each** pupil had a uniform.

Examples of plural indefinite pronouns

- **Most** have already left.
- **Several** children are sick.

A singular indefinite pronoun should not be referred to as if it were a plural. For example, it is incorrect to say, 'Everyone must have their fair share of the blame'. It is correct to say, 'Everyone must have his or her fair share of the blame'.

It is also wrong to switch from the indefinite pronoun 'one' to another pronoun. For instance, it is incorrect to say, 'One must not miss his chance'. It is correct to say, 'One must not miss one's chance'.

## Practice

### Activity 1

Complete the sentences below using the indefinite pronoun that best fits from the word bank.

everywhere	somewhere	anyone
something	everybody	anything

1. The bag is empty, there isn't \_\_\_\_\_ in it.
2. I lost my phone. I've looked for it \_\_\_\_\_.
3. I like the people at my school. \_\_\_\_\_ is very friendly.
4. They live \_\_\_\_\_ in the northern part of the country.
5. It is a secret, please don't tell \_\_\_\_\_.
6. He whispered \_\_\_\_\_, but I didn't understand him.

### Activity 2

Choose the best indefinite plural pronoun to complete the following sentences.

1. There are _____ pupils at the school dance. Almost everyone is here.	a. most
2. There are _____ bananas left, but I will share them.	b. few
3. My brother likes _____ blue and green. Those are his favourite colours.	c. both
4. _____ of my friends will be at my party. Only two have said they cannot come.	d. much
5. I don't want _____ dessert. I ate a lot at lunch.	e. many

### Activity 3

Choose the best answer from the multiple choice options to complete the sentences.

1. Almost \_\_\_\_\_ in Sierra Leone knows about the game of football.
  - a. someone
  - b. everyone
  - c. everywhere
  - d. all
2. There are still lots of empty seats at the assembly. We can sit \_\_\_\_\_ we like.
  - a. anywhere
  - b. everywhere
  - c. anyone
  - d. somewhere

3. Can \_\_\_\_\_ lift this couch? It's too heavy for me.
- a. everyone
  - b. anybody
  - c. anything
  - d. many
4. \_\_\_\_\_ answered the phone when I called.
- a. Anyone
  - b. Someone
  - c. Nowhere
  - d. Oneself
5. There is \_\_\_\_\_ in my tea. I think it's a mosquito.
- a. someone
  - b. anything
  - c. something
  - d. nobody

<b>Lesson Title:</b> Revision of Semi-Formal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-134	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Distinguish between the features of informal and semi-formal letters.
2. Write a semi-formal letter.

## Overview

**Semi-formal letters** are letters written to our parents, adult relatives and adult friends. Because these people are older than us, our language and words should be polite. Semi-formal letters have the same features as informal letters:

- the writer's address and the date
- a salutation/greeting
- a body, including an introduction and a conclusion
- a closing
- the writer's name

The main differences between different types of letters are in the greeting and closing. Informal letters use casual greetings and a person's first name. In a semi-formal letter, the greeting starts with 'Dear' and uses the person's surname. (Example: Dear Mrs Kamara,)

In the closing of an informal letter, you can choose from several closings, such as:

- Best wishes,
- Your friend,
- Yours affectionately,

Semi-formal letters have fewer acceptable closings. They include:

- Yours sincerely,
- Your nephew/niece,
- Your grandson/granddaughter,
- Your neighbour,

After the closing, you write only your first name because the recipient knows you, unless it is addressed to an adult at school. In that case, use your full name.

## Practice

### Activity 1

Identify whether the following statements about informal and semi-formal letters are true or false.

1. Semi-formal letters have more acceptable closings than informal ones.
2. It is not important to write your address when writing an informal letter.
3. 'Best wishes' is an appropriate closing for an informal letter.
4. In a semi-formal letter, you always start the greeting with 'Dear' and the person's name.
5. It is appropriate to write an informal letter to your teacher.

### Activity 2

Use the following outline to help you write a semi-formal letter to your parents or primary caregivers. In the letter, ask for permission to do something. For example, take a trip, join a club or visit a friend.

	Your address
	Date
Salutation/greeting,	
Introduction	
Body	
Conclusion	
	Closing,
	Your name



<b>Lesson Title:</b> Reading Comprehension	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-135	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Improve your reading skills.
2. Learn and add new words to your vocabulary.

## Overview

**Reading comprehension** is the ability to understand what you read. Reading is very important for your daily life. Reading helps you get information about events, learn new things and communicate with other people.

One of the benefits of reading is adding new words to your vocabulary. The following words will help you when reading the passage below.

- hind: at or near the back
- approximately: about, almost exactly
- keep to: stay within
- die down: become less
- scarce: rare/hard to find
- roam: to travel a long way

## Practice

### Activity 1

Read the following passage and answer the comprehension questions.

#### Kangaroos

Kangaroos belong to the animal family macropus, which means 'big foot'. Kangaroos have very powerful hind legs, a long, strong tail and small front legs. They use their tail for balance when they are jumping. Because of their strong hind legs, kangaroos can jump up to nine metres in one leap!

Kangaroos live in eastern Australia. They live together in family groups called 'troops' or 'herds'. Each 'troop' has approximately 50 members and usually keeps to its own district. But in the hot, dry weather, the grass dies down and food is scarce, and kangaroos often have to roam great distances in search of food and water.

### Comprehension questions

1. What do kangaroos use their tails for?
2. Describe what a kangaroo looks like.
3. Where are kangaroos found?
4. What does 'macropus' mean?
5. What struggles do kangaroos have sometimes?

### Activity 2

Match the correct vocabulary word to the sentence it completes.

<ol style="list-style-type: none"><li>1. Water is _____ in the dry desert.</li><li>2. You have _____ fifteen minutes until we have to leave for school.</li><li>3. Nomadic people and their animals _____ from place to place.</li><li>4. When the laughter _____, it was quiet.</li><li>5. My family _____ itself a lot.</li></ol>	<ol style="list-style-type: none"><li>a. approximately</li><li>b. keeps to</li><li>c. died down</li><li>d. scarce</li><li>e. roam</li></ol>
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<b>Lesson Title:</b> Parts of Speech – Conjunctions and Interjections	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-136	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Define conjunctions and interjections based on their functions in sentences.
2. Use conjunctions and interjections in sentences.

### Overview

Conjunctions and interjections are both **parts of speech**, along with nouns, pronouns, verbs, adverbs, adjectives and prepositions.

A **conjunction** is a word that connects words, phrases and clauses together. For example, in the sentence, 'They use both their paws **and** their forearms to gather food', the conjunction is 'and'. Other conjunctions include: 'because', 'but', 'or', 'nor', 'for', 'so' and 'yet'.

We use 'and', 'but' and 'or' to join sentences with the same grammatical structure:

- 'And' joins similar things.  
Example: The audience smiled **and** laughed.
- 'But' contrasts things.  
Example: I want a car, **but** I cannot afford one.
- 'Or' gives options.  
Example: Would you rather study **or** sleep?

An **interjection** is a word or phrase that expresses emotions or feelings. Interjections can be used to show sudden or strong emotions such as fright, anger, excitement and joy. Examples: Help! and Wow!

An interjection is usually followed by an exclamation mark. Some interjections can be used to show mild emotions. A mild interjection is followed by a comma and ends with a full stop or a question mark.

Example: Oh, I forgot.

### Practice

#### Activity 1

Connect the two following pairs of sentences using a conjunction.

1. She loves to cook. She needs a new stove.
2. My brother went to the market. He needed to buy food.
3. The boy ran fast. The girl ran faster.
4. Do you want to go to the movies? Do you want to stay at home?
5. The woman danced. The woman sang.

## Activity 2

Choose the correct interjection from the word bank to complete the sentences below.

Oh	Aha	Oops
Ouch	Hooray	Wow

1. \_\_\_\_\_! I can't believe I won the raffle.
2. \_\_\_\_\_, I forgot to tell you where to go.
3. \_\_\_\_\_! I stubbed my toe on the chair.
4. \_\_\_\_\_, I'm not sure about that.
5. \_\_\_\_\_! We won the game!
6. \_\_\_\_\_! I found the shoes I've been looking for!

## Activity 3

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

1. Justice works hard, \_\_\_\_\_ Marie is lazy.
  - a. and
  - b. or
  - c. unless
  - d. but
2. \_\_\_\_\_ he is poor, he is happy.
  - a. Unless
  - b. Until
  - c. Though
  - d. Yet
3. Wait for me \_\_\_\_\_ I return.
  - a. if
  - b. until
  - c. so
  - d. as
4. I called \_\_\_\_\_ no one answered.
  - a. if
  - b. because
  - c. so
  - d. but
5. She failed the examination \_\_\_\_\_ she did not work hard.
  - a. because
  - b. although
  - c. yet
  - d. but

Lesson Title: Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-137	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Identify the different types of adjectives and their functions in sentences.
2. Use different types of adjectives in sentences.

### Overview

Adjectives are one of the eight parts of speech. An **adjective** is a word that describes or gives additional information about a noun or a pronoun. There are several types of adjectives, including descriptive, quantitative or numerical, demonstrative, possessive and interrogative adjectives. It is important to know the types of adjectives and the functions they perform. Once we know this, we can use adjectives correctly in spoken and written English.

Type of Adjective	Example Sentences	Function(s)
Descriptive adjectives or Adjectives of quality	<ul style="list-style-type: none"> <li>• Joseph is a <b>nice</b> boy.</li> <li>• The house was <b>tidy</b>.</li> </ul>	<p>'Nice' tells us what kind of boy Joseph is.</p> <p>'Tidy' explains the quality of the house.</p>
Adjectives of quantity	<ul style="list-style-type: none"> <li>• <b>Twenty</b> pupils graduated.</li> <li>• <b>Many</b> people like to drive.</li> </ul>	'Twenty' and 'many' show how many or how much.
Demonstrative adjectives	<ul style="list-style-type: none"> <li>• <b>This</b> room is too small.</li> <li>• <b>Those</b> tomatoes are rotten.</li> </ul>	'This' (or the plural 'these' and 'those' (or the singular 'that')) show which nouns are being referred to.
Possessive adjectives	<ul style="list-style-type: none"> <li>• This is <b>your</b> book.</li> <li>• <b>Her</b> team was very talented.</li> </ul>	Possessive adjectives look similar to possessive pronouns. They are used to show that something belongs to someone.
Interrogative adjectives	<ul style="list-style-type: none"> <li>• <b>Whose</b> house is that?</li> <li>• <b>What</b> day is it?</li> </ul>	'Whose' and 'what' ask questions and come before a noun.

## Practice

### Activity 1

Identify the adjectives in the sentences below and state what type of adjective each is.

1. Whose books are these?
2. She is much younger than her husband.
3. Those pens are hers.
4. It is their problem.
5. We have a little water in the jug.
6. I can't find my pen.
7. The traffic is noisy.
8. I drank half of my drink.

### Activity 2

Fill in the blanks with the adjectives from the word bank to complete the sentences.

no	brave	your	what	enough	my	ancient
----	-------	------	------	--------	----	---------

1. \_\_\_\_\_ did she name her child?
2. There was \_\_\_\_\_ milk left in the carton.
3. We do not have \_\_\_\_\_ time.
4. \_\_\_\_\_ house is so big!
5. Is this \_\_\_\_\_ phone or yours?
6. The explorer was very \_\_\_\_\_.
7. The pyramids in Egypt are \_\_\_\_\_.

### Activity 3

Write a sentence of your own for each of the following adjectives.

1. three
2. fun
3. that
4. their
5. what
6. tall

<b>Lesson Title:</b> Reading Comprehension	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-138	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Summarise ideas from the passage.
2. Recognise the writer's point of view.

## Overview

One way to improve reading skills is by learning to summarise the main ideas of a piece of writing. A **summary** should be short and to the point. To write a summary, you must read the passage once or twice and learn the main points.

For example, this summary of the passage from *The Lion Cub and the Egg* is short:

Fadgo was a lion cub who was curious and played a lot. One day, she found a falcon's egg on the hillside. Fadgo took the egg home and her mother was upset. She sent Fadgo back to the hill to return the egg.

A writer's **point of view** is very important to a story. Stories can be told from first person or third person point of view. In the **first person**, the writer is telling the story. The first person uses pronouns like 'I', 'my', 'we' and 'our'. The **third person** is when the writer tells a story about others and is not part of the story. It uses pronouns like 'he', 'she' and 'they'. The story *The Lion Cub and the Egg* is written in the third person.

## Practice

### Activity 1

Read the story and answer the comprehension questions.

#### *The Lion Cub and the Egg – Part 1*

A young lioness, whose claws were not yet strong enough for anything except play, went off to discover the world, and liked everything she saw. Her name was Fadgo.

As she was climbing a stony track on the hillside, she found a huge, round, smooth falcon's egg, shining in the sun. The little lioness wanted to play with it – she was only a cub, and in any case, the mother bird was nowhere to be seen. She rolled the egg down the hill all the way back to the grasslands where her mother waited for her.

When her mother saw the egg, she was dismayed. She sent Fadgo to return the egg at once. But by the time Fadgo reached the top of the hillside again, the mother falcon was long gone.

### Comprehension questions

1. Why was Fadgo's mother upset?
  - a. Fadgo was gone too long.
  - b. Fadgo did not tell her mother where she was going.
  - c. Fadgo took a falcon's egg.
2. Why were Fadgo's claws not strong?
  - a. She is young.
  - b. She hurt herself.
  - c. Because she took the egg.
3. Why did Fadgo take the egg?
  - a. She was very hungry.
  - b. She was being naughty.
  - c. She wanted to play with it.
4. How did Fadgo get the egg back to her mother?
  - a. She carried it in her mouth.
  - b. She rolled it down the hill.
  - c. She carried it in her tail.
5. What did Fadgo's mother make her do?
  - a. Take the egg back to the nest.
  - b. Apologise to the falcon.
  - c. The mother didn't make Fadgo do anything.

### Activity 2

Read part 2 of the story then write a summary of it.

#### The Lion Cub and the Egg – Part 2

When Fadgo realised what she had done, she felt terrible. She didn't realise that there was a baby bird waiting to be born inside the egg. She thought that it was a plaything.

Fadgo and her mother waited all day and night at the nest to see if the mother falcon would show up. Unfortunately, she did not. Fadgo and her mother decided that the only thing to be done was to take the egg home with them.

They took the egg home and Fadgo and her mother took turns curling up next to the egg to keep it warm. And finally, after many days, the egg started to crack while Fadgo was watching it. Crack! Crack! Crack! And out peeped a tiny, fuzzy bird head. The baby bird saw Fadgo and thought immediately that she was its mother.

To this day, Fadgo and the bird are inseparable. They are an odd pair, but sometimes odd pairs can make the best of friends.



<b>Lesson Title:</b> Descriptive Composition – Describing a Person	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-139	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Demonstrate knowledge on the use of adjectives and their functions by using them to write a descriptive composition about a person.
2. Write a composition that will awaken readers' imaginations.

### Overview

When you describe a person, you usually describe the way someone looks. Then, the reader can get a mental picture of who you are talking about. It is important for the reader to understand not only what the person looks like but also how the person acts. You can show how the person relates to other people and how he or she makes them feel. These qualities are called **character** and **personality**.

Even if readers have never met the person before, they should feel that they know the person from your description. Therefore, you must choose interesting adjectives and descriptive words. When you describe someone well, the reader will get a clear picture of the person you are talking about.

To write a good **descriptive composition** about a person, you should arrange your sentences and details according to the person's appearance, style of dress, manner, personality and character.

The first paragraph in a composition is the introduction. Here, you introduce the person you are going to describe. Give general information about the person, such as his or her name, where he/she lives, and his or her nationality and occupation.

In the next paragraph, describe the physical appearance of the person – his or her height (tall, short); body size (fat, thin); face shape (oval, round, wide); hair (black, brown); skin complexion (light, dark); eyes (small, large), etc.

In the following paragraph, describe the person's style of dress or talking and what this reflects about the person. For example, is the person modest, simple, chic or flamboyant? You can state what the person does or says or how he or she dresses that reflect these characteristics.

Next, describe the person's character traits and personality. Is the person clever, creative or dull? Is he or she generous, kind or selfish? Is he or she calm or aggressive, arrogant or humble? You can give reasons and examples to support the adjectives you have used to describe him or her.

## Practice

### Activity 1

Use the outline below to plan a descriptive composition that describes your best friend. Fill in the outline with as many adjectives you can think of in the different categories.

Title

Introduction: name, where he/she lives, nationality, occupation

Physical appearance: adjectives that describe what he or she looks like

Style of dress: adjectives that describe how they dress

Character traits and personality: adjectives that describe their personality

Conclusion

### Activity 2

Use the outline you created in Activity 1 to help you write a descriptive composition about your best friend. Remember to organise your writing into a clear introduction, body and conclusion. After you have finished writing, check your composition to make sure that you included the following:

- an introduction that introduces your best friend
- a body that describes the physical appearance, style of dress, character traits and personality of your best friend
- a conclusion that sums up what you have written in the composition
- well-organised paragraphs
- interesting adjectives and descriptive words
- no spelling or grammar errors

<b>Lesson Title:</b> Descriptive Composition – Describing a Place	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-140	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to describe a place using adjectives in such a way that readers can see the place in their mind's eye.

## Overview

In the BECE examination, you may be asked to write a **descriptive composition** about a place you have visited. It is important to know how to write this type of composition well so that you can score good marks. At some point in the future, you may also want to describe a place to someone who has never been there so that the person gets a clear mental picture of the place. When describing a place, you talk about what you see, hear, smell and feel. If you describe what the place looks like, what it sounds like, what it smells like and how it feels to be there, the reader will get a clear picture of what you are talking about. To talk about the senses, you can use **adjectives**, such as 'bright', 'loud', 'stinky' and 'cold'.

In writing a description of a place, there are different things to consider:

- What kind of a place are you describing? Is it a beach, a town, a village, a house, a museum or a library?
- Where is the place? Is it in the centre of town, in a rural place, a crowded area or a residential area?
- What is there to see and do there? Does it have a nice view, lots of shops, lots of people from different cultures or traditions or a lot of recreational facilities?
- What is the place famous for? Do people from all over the world visit it? Does it have historical importance, is it famous for its food or does it hold many memories for your family?

Always start the composition with an introductory paragraph. State the name of the place you are describing, its location, what the place is used for and any other general information you want to give. Next, give a vivid description of what you see, hear and smell there, and perhaps also any tastes you associate with the place. You can also describe how it feels to be in that particular place; why you like or dislike it. Remember to always separate your ideas into different paragraphs.

## Practice

### Activity 1

Use the following outline to help you plan a descriptive composition about your favourite place to visit.

Title

Introduction: the name of the place you're describing, location, what it's used for, general information

Description using the senses:

what is there to see and do there, what is the place famous for?

See

Hear

Smell

Taste

Conclusion – how the place makes you feel, why you like or dislike it.

### Activity 2

Use the outline you created in Activity 1 to help you write a descriptive composition about your favourite place to visit. Remember to organise your writing into a clear introduction, body and conclusion.

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

- an introduction that introduces the place you are describing
- a body that describes the place using the senses
- a conclusion that sums up what you have written in the composition
- well-organised paragraphs
- interesting adjectives and descriptive words
- no spelling or grammar errors

Lesson Title: Book Review	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-141	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Summarise details about a book.
2. Understand the benefits of reading extra materials apart from textbooks.
3. Appreciate a piece of writing and give your opinion about it.

## Overview

Extra materials help you greatly in your schoolwork. You should read books, plays, newspapers, short stories and poems outside of school. Reading outside of school will help you improve your English so that you can read and write better.

When you read outside of school, you can read anything that interests you. Some books tell us about real-life situations; other books teach about moral or spiritual life. For example, the prose text *So Long a Letter* teaches us about the rights of women and the play *The Merchant of Venice* looks at love, friendship, greed and revenge.

Whenever you read, it is good to summarise the details of what you have read. A **summary** is the short version of a piece of writing. When writing a summary of a book, always think about the book's main ideas. Summarising a piece of work or writing helps you understand it better and lets your vocabulary develop.

In writing a book review, you are expected not only to summarise, but also to translate what you have read into real life. A **book review** has the following features:

- the title of the book
- the name of the author
- the nationality of the author
- the publisher
- the year or date of publication
- the contents/important details in the story without giving away any surprises that will spoil the story for other readers
- your feelings or attitude towards a character or the story

## Practice

### Activity 1

Read the following story, then write a book review about it. Your review should summarise the story and also share your opinion about it. Did you enjoy the story or not? Why, or why not? Include reasons why you feel the way you do. The first paragraph should be the summary of the story. The second paragraph should include your feelings about the story.

### The Noise

I had just snuggled down into bed. My sister was already snoring softly beside me. I tossed and turned a bit, trying to get more comfortable. My nightgown twisted around me uncomfortably. Sleep had not found me yet, so I sat staring at the ceiling. My eyes were just closing when I heard a soft 'scratch, scratch, scratch'.

My eyes wide open now, I listened closely. I must have sat still, barely breathing for 15 minutes, but I heard nothing. I took a deep breath and started to relax. I must have just been imagining things. I closed my eyes. 'Scratch, scratch, scraaaatch.'

Now, I knew I wasn't imagining things. I sat straight up in bed. My sister was completely unaware, sleeping like a rock. I heard it again and tried to figure out where it was coming from. I slowly crept out of bed and moved in the direction of the sound. It seemed to be coming from the closet. I moved so slowly, it was as if I were in quicksand. 'Scratch, scratch, hissssss.'

I froze where I stood. What could this be? My heart was beating out of my chest, and I could feel sweat start to dampen my skin. I saw my phone on the edge of my drawers and grabbed it. I turned on the flashlight. The sound was getting louder now as I moved toward the closet.

There was a rustling noise and the sound of claws tapping on the floor. Every part of my body was screaming 'run!', but my mind was just too curious. I had to know what it was.

I grabbed the handle of the closet door and turned it as slowly as possible. My hand was shaking as the door creaked open. All of a sudden, the noise stopped. It was painfully silent.

I took a deep breath to steady my nerves and turned the flashlight towards the closet. The light glanced over clothes and shoes until I saw a shirt on the floor near the back of the closet move slightly. I crouched down and reached out my hand to pull the shirt away. As I did, five claws swiped at my hand, drawing blood. Shocked, I pulled my hand back towards me quickly, along with the shirt. There, curled on the ground, was an angry black cat and five of the smallest kittens. The mother cat hissed at me as I laid the shirt back down near her. I backed away slowly and closed the closet door. I got back into bed and laughed to myself at how scared I had been. I couldn't wait to tell my sister in the morning about the new family that had moved in!

<b>Lesson Title:</b> Book Review (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-142	<b>Class:</b> JSS 3



### Learning Outcomes

By the end of the lesson, you will be able to apply your knowledge to writing a book review.

## Overview

When you write a **book review**, you typically include:

- the title of the book
- the name of the author
- the nationality of the author
- the publisher
- the year or date of publication
- the contents/important details in the story without giving away the plot
- your feelings or attitude towards a character or the story

A book review is organised into paragraphs, including an introduction and a conclusion. You must also **summarise** the book. In other words, you must highlight the main points.

In the first paragraph, write the title of the book, the author's name and place of birth, the publisher and when it was published. In the second paragraph, summarise the important details of the story. This means briefly writing 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.

## Practice

### Activity 1

Use the following outline to help you plan a book review about a book you have read.

#### Title

Introduction: include title of the book, the author's name and place of birth, the publisher and the date of publication

Body Paragraph(s): summarise important details of the story

Conclusion: how you feel towards a main character or about the story. Say whether you like or dislike the story, and whether you recommend this story or not

## Activity 2

Use your outline to write a book review about a book you have read.

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

- the title of the book
- the name of the author
- the nationality of the author
- the publisher
- the year or date of publication
- the contents/important details in the story
- your feelings or attitude towards a character or the story
- well-organised paragraphs
- no spelling or grammar errors



<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-143	<b>Class:</b> JSS 3



### Learning Outcome

By the end of the lesson, you will be able to improve your ability to add question tags to both positive and negative statements.

## Overview

A **question tag** is a short question added to a statement. If the statement is positive, the question tag is negative. If the statement is negative, the question tag is positive. For example:

- You can speak French, can't you?
- You can't speak German, can you?

Question tags also have other rules:

- When the statements do not have **auxiliary verbs**, the question tags must use 'do'. Auxiliary verbs are also called 'helping verbs'. Common auxiliary verbs are 'be', 'do', 'have', 'can' and 'will'.

Examples:

- The two girls went to the market, **didn't** they?
- You enjoy soccer, **don't** you?

- When statements have 'nobody' as the subject, the question tag uses 'they'.

Example:

- Nobody understands the rules, do **they**?

- 'I am' or 'I'm' always has the tag 'aren't I?'

Example:

- I am a good person, **aren't** I?

- 'Used to' usually has the question tag 'did'.

Example:

- You used to play chess, **didn't** you?

- When 'let us' or 'let's' is used, the question tag is 'shall'.

Example:

- Let's forget this ever happened, **shall** we?

- When 'do' or 'don't' is used, the question tag is 'will' or 'won't'.

Examples:

- Do be nice to your sister, **won't** you?
- Don't forget to write, **will** you?

- When 'there' is used, the subject of the question tag is also 'there'.

Example:

- There is nothing left to say, is **there**?

## Practice

### Activity 1

Choose the best question tag to complete the following sentences from the multiple-choice options provided.

1. You don't like this film, \_\_\_\_\_ you?
  - a. don't
  - b. do
  - c. does
  - d. doesn't
2. My brother is reading in his bedroom, \_\_\_\_\_ he?
  - a. isn't
  - b. is
  - c. is my brother
  - d. are
3. This Maths solution is impossible, \_\_\_\_\_ ?
  - a. isn't it
  - b. is it
  - c. is the solution
  - d. aren't it
4. They dislike doing their homework, \_\_\_\_\_ ?
  - a. do they
  - b. did they
  - c. didn't they
  - d. don't they
5. I am singing beautifully, \_\_\_\_\_ ?
  - a. am I
  - b. don't I
  - c. aren't I
  - d. do I
6. My niece will visit her grandmother, \_\_\_\_\_ ?
  - a. will she
  - b. won't they
  - c. doesn't she
  - d. won't she

## Activity 2

Complete the following sentences with the correct question tag.

1. The car isn't in the parking spot, \_\_\_\_\_?
2. You are Mari, \_\_\_\_\_?
3. I was lazy last night, \_\_\_\_\_?
4. We won't get into trouble, \_\_\_\_\_?
5. People still enjoy their music, \_\_\_\_\_?
6. That new song is great, \_\_\_\_\_?

## Activity 3

Find and correct the mistakes in the question tags in the sentences below.

1. They live in Liberia, do they?
2. She didn't buy the beans, did her?
3. He can't run very fast, doesn't he?
4. They already started playing, don't they?
5. It's time to leave, aren't it?

<b>Lesson Title:</b> Revision of Comparative and Superlative Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-144	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Write adjectives in the comparative and superlative forms.
2. Differentiate between adjectives that add 'er' and 'est' from those preceded by 'more' and 'most' and those that change their forms for the comparative and superlative.

### Overview

An **adjective** is a word that modifies a noun. It tells us, for example, how a person or a place looks. Or it could tell us about the quality of a thing.

Comparative and superlative adjectives compare nouns. The **comparative form** compares two nouns. The **superlative form** compares one noun with every other noun in a group.

Examples:

- The bank is **big**.
- The supermarket is **bigger**.
- The hotel is the **biggest** building in the area.

In the first sentence, we are not comparing the bank to anything else. We only describe its size. The second sentence uses the comparative form of the adjective: bigger. We use it to compare the size of the supermarket to the size of the bank. In the third sentence, we use the superlative form: biggest. We are comparing the size of the hotel to the size of all the buildings in the area.

Remember, a **syllable** is a unit of pronunciation. A syllable usually only has one vowel sound. Adjectives with one syllable have comparative and superlative forms ending in 'er' and 'est'. For example, the comparative and superlative forms of 'big' are 'bigger' and 'biggest'. Many adjectives with two syllables also use 'er' or 'est' to form the comparative and superlative.

Example: simple, simpler, simplest

Some two-syllable adjectives do not use 'er' or 'est' to form comparatives and superlatives. These words use 'more' or 'most' instead.

Example: joyful, more joyful, most joyful

Words with three or more syllables always form their comparative and superlative by using 'more' and 'most'.

Example: beautiful, more beautiful, most beautiful

Some adjectives do not follow any of these rules. These are:

- bad, worse, worst
- good, better, best
- little, less, least
- much, more, most
- far, further, furthest

## Practice

### Activity 1

Identify the comparative or superlative form of the adjective that best completes each sentence.

1. I have a (bigger/biggest) umbrella than you.
2. That was the (bumpiest/bumpier) bus ride ever.
3. The test is (more important/most important) than playing dice.
4. That mouse is the (tinier/tiniest) I've ever seen.
5. That is the (shinier/shiniest) car here.
6. I had the (best/better) netball game I've ever played.
7. You are (more generous/most generous) for offering to help out.
8. My pond is (deeper/deepest) than yours.

### Activity 2

Write the superlative form of each adjective of the following adjectives.

1. beautiful
2. funny
3. dangerous
4. hot
5. weak
6. thick
7. smart
8. calm

### Activity 3

Fill in the blanks to complete the sentences below with the correct form of the adjective in brackets.

1. You are the \_\_\_\_\_ person I know. (nice)
2. The orange car is \_\_\_\_\_ than the blue car. (fast)
3. I had the \_\_\_\_\_ time with my best friend. (wonderful)
4. Yesterday was \_\_\_\_\_ than today. (hot)
5. Do you think a hammer is \_\_\_\_\_ than a machete? (useful)

<b>Lesson Title:</b> Reading Comprehension	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL-09-145	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Demonstrate your understanding of a passage by answering questions on its subject matter and use of words.
2. Identify the part of speech that some words in a passage belong to.

### Overview

After reading a text for BECE, you are often asked to answer ‘Wh’ questions – who, what, when, where, why or how. One strategy you can use to help answer these questions is **scanning**. Scanning means you quickly look for specific information in the text and do not focus on understanding the text as a whole. Scanning requires you to read the questions first. Then, you can look for key words in the text that will help you to answer the questions.

For example, if the question is ‘What appealed to the writer on his last visit to Sierra Leone?’, we would look for words such as ‘Sierra Leone’, ‘last’ and ‘visit’ in the text to find the answer. The passage below is about how the writer feels when he is at sea, returning to Sierra Leone. He describes what he sees. He admires the beauty of the land. As you read, pay close attention to the **subject matter** – what the passage is about.

Here are some words from the text to help you:

- peninsula: an area of land that is almost surrounded by water but is joined to a larger piece of land
- charm: pleasing or attractive to the eye
- utmost: maximum, to the fullest
- brilliancy: brightness, radiance

### Practice

#### Activity 1

Read the following passage. Then, identify the parts of speech in bold in the questions that follow.

#### The Charm of Sierra Leone

Oh my! I have often approached the peninsula of Sierra Leone on a return journey, and never without fresh admiration for its natural beauties. The charm of the land appealed to me more than ever on my last visit, when it happened to be at the height of ‘the dries’, when everything was at its utmost brilliancy. The heat was intense, but to me that tropical heat acts as a restorative, although for many others it has quite an opposite effect.

After several days on the open seas, I eagerly look for the mountains of Sierra Leone. When those who are scanning the horizon finally see them, they receive the impression of what they take to be 'the loom of the land'.

Gradually the impression becomes a certainty; minute by minute the scene develops, and the distant mountains become faintly visible, rapidly gaining distinctiveness.

After a while, the lighthouse on Cape Sierra Leone appears, towards which the steamer makes a beeline.

## Questions

Identify the part of speech of each of the bold words in the following quotations from the passage.

1. 'After **several** days on the open seas...'
2. 'After a while the **lighthouse** on Cape Sierra Leone appears...'
3. 'When those who are **scanning** the horizon finally see them...'
4. '...the distant mountains become faintly visible, **rapidly** gaining distinctiveness'
5. 'The heat was intense, **but** to me that tropical heat acts as a restorative...'

## Activity 2

Read the following text. Then go back and read the passage in Activity 1 again and answer the comprehension questions below.

### The Unfortunate Journey

I was so sick I could barely raise my head off my bed. I could not wait to arrive back to my sweet, sweet land of Sierra Leone.

The voyage had taken months, but I had never quite become used to the rolling sea. It made my stomach churn, and I frequently had to hang my head over the side of the steamer. Whatever I had eaten earlier would be made into fish food. The fish were happy, but not I.

I missed the glorious mountains and sparkling beaches of my home. At sea, there were only miles and miles of boring blue, the sun blinding as it reflected off the surface. I couldn't wait for something interesting to cast my eyes upon.

When the captain finally announced that land was in sight, I forgot all about my ills. I jumped up and hurried to the deck. Along with the rest of the passengers, also weary from their travels, we gazed at a glorious sight! There, in front of us, was land! There, in front of us, was home! There, in front of us, was Sierra Leone.

## Comprehension questions

1. Why was the character in *The Unfortunate Journey* miserable?
2. How did the character describe the ocean?
3. How did the story change when the captain announced that they could see land?
4. What are the main differences between the texts, *The Unfortunate Journey* and *The Charm of Sierra Leone*?
5. What are the similarities of *The Unfortunate Journey* and *The Charm of Sierra Leone*?

Lesson Title: Adverbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-146	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Recognise the functions of adverbs in sentences.
2. Use adverbs in sentences.
3. Differentiate between adverbs and adjectives.

### Overview

Adverbs are one of the eight parts of speech. An **adverb** is a word that modifies an adjective, verb or other adverb. This means that adverbs tell us more about these words.

There are many types of adverbs. Some examples are in the table below.

Type	Use	Example
Adverbs of time	Tell us when something happens	She called me <b>yesterday</b> .
Adverbs of place	Tell us where something happens	We should wait <b>here</b> for the others.
Adverbs of manner	Tell us how something happens	I ran <b>quickly</b> .

Adverbs are different from adjectives. **Adjectives** are words that modify nouns or pronouns. There are also different kinds of adjectives. Some examples are in the table below.

Type	Use	Example
Adjectives of quality	Tell us what kind of thing it is	a <b>red</b> car
Adjectives of quantity	Tell us how many there are	<b>many</b> countries
Demonstrative adjective	Tell us which noun	<b>that</b> phone

### Practice

#### Activity 1

Identify whether the word in bold is an adjective or an adverb.

1. The player **boldly** ran down the field.
2. I **already** finished my homework.
3. I don't like **this** cake.
4. I have had a **few** visits to Freetown.
5. We watched the play **closely**.
6. She has a **bright** dress on.



## Activity 2

Identify whether the following sentence uses an adverb of time, place or manner.

1. I need your report today, not tomorrow!
  - a. adverb of time
  - b. adverb of place
  - c. adverb of manner
2. This car is going too slowly.
  - a. adverb of time
  - b. adverb of place
  - c. adverb of manner
3. The dance will start now.
  - a. adverb of time
  - b. adverb of place
  - c. adverb of manner
4. I'm sure he will be here.
  - a. adverb of time
  - b. adverb of place
  - c. adverb of manner
5. I searched for my sister everywhere.
  - a. adverb of time
  - b. adverb of place
  - c. adverb of manner

## Activity 3

Use the following adverbs in a sentence.

1. weekly
2. exactly
3. down
4. tomorrow
5. narrowly

<b>Lesson Title:</b> Avoiding Double Negatives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-147	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Identify and correct double negatives.
2. Write letters and essays without double negatives.

### Overview

A **double negative** is a phrase or sentence that has two negative words or their compounds (examples: 'no', 'not', 'never' or 'none'). Double negatives create confusion. When you write a sentence containing two negatives, the double negative makes your sentence mean something positive, which may be the opposite of what you mean. When a sentence has a double negative, you should correct it by replacing one of the negatives with a positive. For example:

Negatives	Positives
never	ever, always
nothing	something, anything
nowhere	somewhere, anywhere
nobody	somebody, anybody
neither	either

The table below includes some examples.

Incorrect (With Double Negative)	Correct (Without Double Negative)
We have not done nothing wrong.	<ul style="list-style-type: none"> <li>• We have not done anything wrong.</li> <li>• We have done nothing wrong.</li> </ul>
They were not nowhere near the accident.	<ul style="list-style-type: none"> <li>• They were not anywhere near the accident.</li> <li>• They were nowhere near the accident.</li> </ul>

Remember, many negatives are often shortened into **contractions**, such as:

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

## Practice

### Activity 1

Rewrite the following sentences so that they no longer contain double negatives.

1. She wasn't never on time for the game.
2. The children haven't never been to the school before.
3. I saw all the cake, but I didn't eat none.
4. I told my mother I didn't do nothing, but she didn't believe me.
5. My sister couldn't find her uniform nowhere.

### Activity 2

Rewrite the following passage and correct any double negatives.

I didn't want to go to no party. My sister was insisting. She really wanted me to come. The problem was that it wasn't no real party. It was a party for her toys! I am too old for this! I don't want to do nothing like go to a pretend party anymore. That is for little kids. But then she smiled at me, and I couldn't refuse her nothing. So, off to the party I went!

### Activity 3

Choose the correct word to complete the sentence.

1. We could see (nothing, anything) in the dark.
2. We didn't have (any, no) books for our class.
3. There wasn't (nobody, anybody) at home.
4. I had (no, any) time to fix the sink.
5. We don't have (nothing, anything) to do today.

Lesson Title: Prepositions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL-09-148	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Explain the functions of prepositions in sentences.
2. Identify the types of prepositions.
3. Use prepositions in sentences.

### Overview

Prepositions are one of the eight parts of speech. A **preposition** explains the relationship between two nouns. Some examples include: 'across', 'after', 'among', 'at', 'behind', 'beside', 'by', 'down', 'inside', 'off', 'on', 'since', 'towards', 'up' and 'without'.

Examples:

- He left his jacket **at** the restaurant.
- She hid the present **in** the closet.
- They swam **across** the river.

There are several types of prepositions, as shown in the table below.

Type	Use	Example
Prepositions of direction	Show a movement from one place to another	• We walked <b>to</b> school.
Prepositions of position	Show where something is or where something happens	• The blanket is <b>on</b> the bed.
Prepositions of time	Explain when or for how long something happens	• <b>During</b> the holiday, I played games.

### Practice

#### Activity 1

Identify which type of preposition is being used in each of the following sentences: direction, position or time.

1. He went **to** the library after school.
2. He climbed the tree **up to** the top.
3. The dog was hidden **under** the bushes.
4. We walked home **from** the store.
5. I arrived **at** 10 o'clock in the morning.

## Activity 2

Fill in the blanks with the correct preposition of time to complete the sentences. Some may have more than one correct answer.

1. I did my homework \_\_\_\_\_ the evening.
2. I will be home \_\_\_\_\_ 7 o'clock.
3. He learned to drive a car \_\_\_\_\_ two weeks.
4. There are usually a lot of parties \_\_\_\_\_ the holidays.
5. Are you doing anything special \_\_\_\_\_ the weekend?

## Activity 3

Choose the best preposition to complete the following sentences from the multiple-choice options provided.

1. The plane was flying \_\_\_\_\_ the clouds.
  - a. on
  - b. over
  - c. up
2. We are well \_\_\_\_\_ sea level.
  - a. above
  - b. on
  - c. onto
3. The small girl was jumping \_\_\_\_\_ the air.
  - a. on
  - b. in
  - c. for
4. The boat sailed \_\_\_\_\_ the ocean.
  - a. across
  - b. towards
  - c. onto
5. Stand \_\_\_\_\_ me while I give my presentation.
  - a. at
  - b. towards
  - c. beside

<b>Lesson Title:</b> Revision of Formal Letters	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-149	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Compare and contrast the features that make a formal letter different from informal and semi-formal letters.
2. Name the category of people to whom formal letters are written.

### Overview

When you sit your BECE examinations, you will be asked to write letters. There are three types of letters: informal, semi-formal and formal. We write informal and semi-formal letters to friends and family members. We write **formal letters** to respected individuals who we do not know well, such as principals, councillors, community representatives and ministers.

Semi-formal and informal letters have the following features:

- the sender's address
- the date
- a salutation (examples: 'Dear Mum,' 'Dear Papa,' 'Dear Aunty,' 'Dear Uncle,')
- body paragraphs
- a closing (examples: 'Your son,' 'Your daughter,' 'Your nephew,' 'Yours sincerely,' and the writer's first name)

Formal letters have the following features:

- the sender's address
- the date
- the recipient's address (to whom you are writing)
- a salutation ('Dear Sir' or 'Dear Madam' with a comma after it)
- a heading, subject or title – underlined or all in uppercase letters
- body paragraphs
- a closing – 'Yours faithfully', then the writer's signature and full name

Formal letters are different from semi-formal and informal letters in several ways:

- Formal letters do not use pleasantries such as 'How are you?'
- Formal letters and semi-formal letters do not use slang or jargon.
- Formal letters do not use contractions, such as 'I'm'.
- Formal letters should use formal language and varied sentences, both long sentences and short ones.

## **Practice**

### **Activity 1**

Identify whether the following statements are true or false.

1. It is appropriate to use contractions such as 'can't' or 'won't' in a formal letter.
2. Only formal letters include the sender's address.
3. Formal letters do not use pleasantries.
4. Informal, semi-formal and formal letters have body paragraphs.
5. The closing changes depending on what type of letter you are writing.
6. Both semi-formal and formal letters include the recipient's address.

### **Activity 2**

Answer the following questions about letters.

1. Which people receive formal letters?
2. Which people receive informal letters?
3. Which people receive semi-formal letters?
4. Name three differences between a formal letter and a semi-formal letter.
5. What kind of language should be used in formal letters?

<b>Lesson Title:</b> Revision of Formal Letters (Continuation)	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL-09-150	<b>Class:</b> JSS 3



### Learning Outcomes

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

1. Develop paragraphs for a formal letter.
2. Write a formal letter.

## Overview

In a **formal letter**, the language is very formal. You do not use contractions. Formal letters contain two addresses – the sender’s and the recipient’s. They also have a heading to emphasise what the letter is about. Formal letters use formal language. In semi-formal or informal letters, the language is more relaxed and chatty. You can use contractions.

The following are the features of a formal letter:

- The **writer’s address** and the **date** must be written at the top right-hand corner of the page.
- The **recipient’s address** must be written on the left side of the page, below the writer’s address.
- The **salutation** must come below the recipient’s address.
- The **heading** or subject to the letter should be underlined or written in uppercase letters.
- The **introduction** should get straight to the point and state what has prompted you to write the letter. This should be in the first paragraph.
- The **body paragraphs** should explain the problem or issue in detail and suggest solutions.
- The final paragraph is the **conclusion**.
- The **closing** should be ‘Yours faithfully.’ Put your signature and full name below, with your position if you have one.

## Practice

### Activity 1

Think about writing a letter to the Principal of your school about something that needs improving in the school. Answer the following questions.

1. What is the problem?
2. What are possible solutions?



## Activity 2

Use the following outline to help you write a letter to the Principal of your school. Make a suggestion about how to improve the school. Use your ideas from Activity 1.

	Your address
	Date
Recipient's address	
Salutation	
<u>Heading</u>	
Introduction	
Body paragraphs	
Conclusion	
	Closing,
	Your name
	Position

### Answer Key- JSS 3 Term 3

<b>Lesson Title:</b> Features of a Hero or Villain
<b>Practice Activity:</b> PHL-09-101

#### Activity 1

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

#### Activity 2

1. The hero in this extract is Gratiano.
2. 'Of thy sharp envy, can no prayers pierce thee?' Gratiano was trying to ask if there is nothing someone could do to pacify Shylock from cutting the pound of flesh from Antonio. He stands up to the villain.
3. The villain is Shylock.
4. Shylock says that he is sharpening his knife so earnestly 'to cut the forfeiture from that bankrupt there'. He means to cut a pound of flesh from Antonio. That was the reason why he was sharpening the knife earnestly.

<b>Lesson Title:</b> Revision of Verb Forms – Infinitive, Simple Past Tense and Past Participle
<b>Practice Activity:</b> PHL-09-102

#### Activity 1

1. hit 2. forgot 3. beat 4. gave 5. dug 6. found 7. came 8. left 9. understood  
10. spent

#### Activity 2

1. shown 2. felt 3. stolen 4. brought 5. slept 6. run 7. fallen 8. drunk 9. chosen 10.  
sold 11. put 12. eaten 13. become 14. written 15. heard 16. lost 17. taught 18.  
broken 19. begun 20. swum

<b>Lesson Title:</b> Revision of the Simple Form of the Three Simple Tenses
<b>Practice Activity:</b> PHL-09-103

#### Activity 1

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

#### Activity 2

1. arrive 2. will text 3. gets 4. will be 5. am 6. calls 7. will get 8. leave  
9. will let 10. gets 11. will come 12. will wait 13. will study/studies 14. will rain 15.  
finishes 16. will win 17. finishes 18. arrives 19. will give 20. will send

**Lesson Title:** Descriptive Composition

**Practice Activity:** PHL-09-104

### Activity 1

Example outline:

My Favourite Teacher

Introduction: Mr Kamara is my favourite teacher. He teaches English Language.

Body paragraph: black complexion, very tall, graceful, knows how to teach, strong voice as clear as a bell, friendly, settles quarrels, liked by parents, teachers and pupils

Conclusion: He is my favourite teacher. I want to be like him.

### Activity 2

Example descriptive composition:

My Favourite Teacher

My favourite teacher is Mr John Kamara. He teaches English Language. He is black in complexion and very tall. Whenever he stands in front of the class, he is graceful and knows how to teach. He has a strong voice so pupils can hear him speak as clear as a bell.

Mr Kamara is very friendly and all of the pupils and teachers like him. He is always called upon to settle quarrels among pupils. He is soft spoken and tries to teach us that virtue. Parents admire Mr Kamara because he inspires their children to learn.

I like Mr John Kamara because he has a character that is very nice to copy. He is respectful, graceful and intelligent and knows how to interact with the pupils and the other teachers. He is a hard working and dedicated teacher.

**Lesson Title:** Descriptive Composition (Continuation)

**Practice Activity:** PHL-09-105

### Activity 1

Example outline:

Bunce Island: A Historic Site

Introduction: Bunce Island is in the north west, near Pepel. It was a part of the slave trade.

Body paragraph: still has structures that remind us of slavery; narrow and dark caves with wet walls; atmosphere is dreadful, quiet and fearful; shrill voices of birds and insects

Conclusion: It is a sad place. It helps me understand history.

## Activity 2

Example descriptive composition:

### Bunce Island: A Historic Site

The historic site I am most interested in is Bunce Island. It is situated on the north western part of the country, close to Pepel. This island can be accessed by land and sea, and it is an important part of our history because of the slave trade.

Bunce Island still has structures that remind us about slavery. There are huge chains, human skeletons, iron bars, doors and windows. You can also see caves that are very narrow and very dark. If you touch the wall, they are wet.

This was the place where slaves were kept in chains before they were taken to America and Europe. The atmosphere of this place is always fearful, dreadful and quiet. When someone is around the area, they will hear shrill voices of birds and insects.

Bunce Island is a sad place. If you close your eyes, you can imagine how the slaves felt. But I like this place because it reminds me of how our ancestors were treated and how they were taken all over the world as slaves. This makes me better understand the world today.

<b>Lesson Title:</b> Poetry
<b>Practice Activity:</b> PHL-09-106

## Activity 2

1. According to the poet the persistent heat of the sun dries up rivers, the soil and vegetation throughout the entire land, causing extensive pain, suffering and death.
2. The oxen are thin and tired because of the drought and heat, and perhaps also frightened ('wide-eyed').
3. The rhyming words are:
  - Soil and toil
  - Pool and cool
4. The rhyme scheme is dede:  
Way d  
Light e  
Stay d  
Night e
5. 'warm scavengers of wind heap up the soil'.
6. It is the sun that disappears behind the gates of night.
7. The theme of the poem is the cruelty of nature and that drought causes suffering and pain to animals and plants.
8. Evidence of Africa:
  - The hot and dry weather conditions
  - The blazing sunlight
  - Drought
  - Belief in a sun-god is a common traditional religious practice in parts of Africa.

<b>Lesson Title:</b> Poetry
<b>Practice Activity:</b> PHL-09-107

### Activity 2

1. The author is John Pepper Clark.
2. An African setting or a rural African setting.
3. The mood is unhappy. There is also sorrow and defiance.
4. Two themes of the poem are fate and reincarnation (belief in life after death).
5. The Abiku child is being asked not to go away in death but to stay and bring happiness to the mother.
6. The knife scar or marks on its body. The cut marks on its ears.
7. Example answer: The home is built of bamboo stems and thatch. The hut leaks whenever it rains. Owls and bats enter the hut and pester the family.

The mother is tired of the cycle of birth and death of the Abiku

<b>Lesson Title:</b> The Conditional Tense
<b>Practice Activity:</b> PHL-09-108

### Activity 1

1. If we meet at 9:30, we **will have** plenty of time.
2. Lisa would find the milk if she **looked** in the fridge.
3. The man would have punished her with a fine if she **had fed** the animals.
4. If you spoke louder, your classmates **would understand** you.
5. Dan **would arrive** safely if he drove slowly.
6. You **would have** no trouble at school if you had done your homework.
7. If you **swim** in this river you will shiver from cold.
8. The door will unlock if you **press** the green button.
9. If Mary **had asked** her teacher, he would have answered her questions.
10. I **would call** the office if I were you.

### Activity 2

Some sentences have more than one correct answer. Example answers:

1. If you **go** out with your friends tonight, I **will watch** the football match on TV.
2. I **will earn** a lot of money if I **get** that job.
3. If she **does not hurry** we **will miss** the bus.
4. If he **tried** harder, he **would reach** his goals.
5. I **would buy** those shoes if they **fit**.
6. It **would not surprise** me if he **did not know** the answer.
7. If we **had listened** to the radio, we **would have heard** the news.

8. If you **had switched** on the lights you **would not have tripped** over the chair.
9. She **would have come** to our party if she **had not been** on holiday.
10. If I **go** to Kenema, I **will visit** the Kamboi Hills.

### Activity 3

Example sentences:

1. If I study hard, I will pass this year's exam.
2. If I get money, I will buy a mobile phone.
3. If I won the lottery, I would be a millionaire.
4. I would visit Canada, if I could go anywhere in the world.
5. Ice melts if you heat it.

<b>Lesson Title:</b> Conditional Clause
<b>Practice Activity:</b> PHL-09-109

### Activity 1

1. If you had worked hard, you **would have passed** the exam.
2. If they had taken him to the hospital earlier, he **would have lived**.
3. I **would have sent** you the document, if you had given me your email address.
4. He **wouldn't have missed** the bus, if he had woken up earlier.
5. If I **had known** you were coming, I would have prepared a delicious meal.
6. If the weather had been better last weekend, we **would have gone** to the beach.
7. If you **had come** to the meeting yesterday, you would have met Jane.
8. She **will stay** in London if she gets a job.
9. I **will buy** a new dress if I have enough money.
10. She **would have cooked** dinner if you had gone to the supermarket.

### 11. Activity 2

Some sentences have more than one correct answer. Example answers:

1. If he **were** younger, he **would travel** more.
2. If we **were not** friends, I **would be** angry with you.
3. If I **had saved** enough money, I **would have bought** a house.
4. If she **were not** always so late, she **would be** promoted.
5. If we **win** the lottery, we **will travel** all over the world.
6. If I **spoke** perfect English, I **would have** a good job.
7. If we **lived** in Mexico, I **would speak** Spanish.
8. If she **passed** the exam, she **would be** able to enter university.
9. They **would have** more money if they **did not buy** so many clothes.
10. You **would have lost** weight if you **had eaten** less.

### Activity 3

Example sentences:

1. If we had arrived earlier, we would have seen John.
2. If they had gone to bed early, they would not have woken up late.
3. If she had gone to art school, she would have become a painter.
4. He would have been happier if he had stayed at home.
5. I would have called you if I had not forgotten my phone.

<b>Lesson Title:</b> Oral Presentation (a Debate)
<b>Practice Activity:</b> PHL-09-110

### Activity 1

Example points for the motion:

- Education gives you tools you need to make money.
- Education makes you independent and self-reliant so that you can earn money and create your own businesses or develop your own ideas.
- When you spend money, you then have less, but that is not so with education.

Example points against the motion:

- Without money there is no quality education.
- Education does not guarantee success and a life of comfort, but money can.
- Money is what buys the things you need in life and pays for necessities, not education.

### Activity 2

Example points for the motion:

- Social media has been responsible for the introduction of profane or blasphemous talk about people.
- Social media is a distraction and people get addicted to it.
- Social media makes pupils write poorly because they use slang and abbreviations.
- People do not read the news carefully; they only look at popular stories on social media.

Example points against the motion:

- With social media, information is transmitted very quickly.
- Social media brings together people of diverse backgrounds.
- Social media helps businesses to advertise for less and gives opportunities for small businesses to grow.
- In health and education, social media has increased access to information.

<b>Lesson Title:</b> Idioms
<b>Practice Activity:</b> PHL-09-111

**Activity 1**

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

**Activity 2**

1. Bring up to speed
    - m. Give someone the most recent information
  2. Call the shots
    - n. Make the important decisions
  3. Cross that bridge when you come to it
    - c. Deal with a problem when it happens, not before
  4. Go back to the drawing board
    - f. Start again from the beginning
  5. In a nutshell
    - l. In summary
  6. In the loop
    - h. Informed or updated
  7. Kill two birds with one stone
    - b. Accomplish two things with one action
  8. Nip it in the bud
    - d. Suppress or stop something at a very early stage
  9. Pull the plug
    - k. Stop, discontinue
  10. Put on the back burner
    - j. Give something low priority
  11. Set the record straight
    - i. Correct a mistake and say the truth
  12. Teething problems
    - e. Problems that happen in the early stages of doing something new
  13. Throw a spanner in the works
    - a. Cause a problem that stops or slows progress on something that was going well
- Way off the mark
- g. Very wrong or inaccurate

<b>Lesson Title:</b> Narrative Composition
<b>Practice Activity:</b> PHL-09-112

**Activity 1**

Example outline:



Topic: <u>Strike while the iron is hot</u> Characters: <u>my father and my uncle</u> Opportunity: <u>buy land on the beach for a low price</u> What happened: <u>my uncle wanted my father to join him and buy land on the beach</u> Lesson learnt: <u>if you delay too much, you miss good opportunities</u>
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## Activity 2

Example composition:

### Strike While the Iron is Hot

Everyone wants to be successful in life. In my family, my uncle is the most successful. He is very active in looking for deals and opportunities. He is always finding new and interesting ways to make money. My father is more cautious. He is afraid to take risks so he likes to consider things carefully before making any decisions.

One day, my uncle came to visit us. He was very excited about some land that was going to be for sale very soon. He had heard that a family was leaving the country quickly and needed to sell their land in order to make the trip. The land was a bit out of the way on the beach and it was not any good for farming. My uncle was trying to convince all of his friends to buy the land with him because he knew it would be sold for a very low price. My father considered it for many days. He could not decide if it was a good idea to buy land that could not be used for agriculture.

Finally, he decided to agree. Unfortunately, by the time my father told my uncle that he would help buy the land, my uncle had already found others to buy it with him. Ten years later, they sold the land for a lot of money to a company that planned to build a hotel on it. My uncle and his friends retired. My father learnt that it is best to strike while the iron is hot.

<b>Lesson Title:</b> Phrasal Verbs
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<b>Practice Activity:</b> PHL-09-113
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## Activity 1

1. Don't light a match in the forest, fires **break out** easily at this time of year.
2. I **look forward to** seeing my friends again.
3. I'm afraid we have **run out** of apple juice. Will an orange juice do?
4. Your website has helped me a lot! Please **keep up** the good work.
5. A friend of mine has **called off** his wedding.
6. His mother cannot **put up with** his terrible behaviour anymore.
7. As an excuse for being late, she **made up** a whole story.
8. I was **carried away** by his enthusiasm.
9. I just cannot **do without** my mobile. I always keep it with me.
10. She was very sad because her father **passed away** last week.

## Activity 2

Complete the sentences with the correct phrasal verbs.

1. I don't know where my book is. I must look **for** it.
2. Fill **in** the form, please.
3. The music is too loud. Could you turn **down** the volume, please?
4. Quick, get **on** the bus or you will have to walk home.
5. Turn **off** the lights when you go to bed.
6. Do you mind if I switch **on** the TV? I would like to watch the news.
7. The dinner was ruined. I had to throw it **away**.
8. When you enter the house, take **off** your shoes and put **on** your slippers.
9. If you don't know this word, you can look it **up** in a dictionary.
10. She wants to find **out** the truth.

## Activity 3

Example sentences:

1. Where can I **try on** the sweater?
2. **Hurry up!** We are going to be late.
3. Where did you **grow up**?
4. The firemen **put out** the fire.
5. Can you **come up with** a better idea?

<b>Lesson Title:</b> Shakespearean Text
<b>Practice Activity:</b> PHL-09-114

## Activity 1

1. The relationship between the two is that of hatred for each other.
2. Antonio had spat on him called him dog and spurned him (ignored or turned against him).
3. This is the written agreement about the money that Antonio borrowed.
4. Example answer: Antonio hates Shylock for lending him money with interest. Antonio does not like Jews.
5. Example answer: Shylock is a miser. He hates Antonio.

## Activity 2

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

<b>Lesson Title:</b> Oral Description of an Incident
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<b>Practice Activity:</b> PHL-09-115
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### Activity 1

Example composition:

#### An Incident that Taught Me a Lesson

I had a terrible argument with my best friend. It was the worst fight we ever had. It is an incident that I will never forget because I learned an invaluable lesson from it.

It happened when we were in JSS 2. My best friend had borrowed my exercise book a week earlier, and she had promised to return it that day. Well, she forgot to return it.

My teacher was so strict that she would punish those who did not have their books with them in class. Because I did not have my book, she punished me, and I was very angry with my best friend. I shouted at her, saying, 'You are a very selfish girl and I hate you'. As soon as I said the words I regretted them, but it was too late. She cried and ran away. She did not talk to me for two weeks until I apologised to her. She might have held on to my book, but what I said to her was mean and I regretted saying it.

From that day, I learned an important lesson about anger. When you are angry, it is better to keep calm and say nothing. I should have listened to her side of the story before I shouted at her.

<b>Lesson Title:</b> The Use of 'Little', 'a Little', 'Few', 'a Few' and the Articles 'a', 'an' and 'the'
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<b>Practice Activity:</b> PHL-09-116
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### Activity 1

1. a little
2. little
3. few
4. few
5. a few
6. few
7. a little
8. a few
9. little
10. a few

### Activity 2

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

### Activity 3

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

<b>Lesson Title:</b> Poetry
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<b>Practice Activity:</b> PHL-09-117
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### Activity 1

1. It was written by Colley Cibber.
2. It is divided into day and night according to his activities and sleep.
3. The speaker is the blind boy.
4. The two blessings of sight that he does not enjoy are the sight of the bright sunlight and how the day changes to night.

**Activity 2**

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

<b>Lesson Title:</b> Prose Text
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<b>Practice Activity:</b> PHL-09-118
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**Activity 1**

1. b   2. a   3. b   4. c   5. c

**Activity 2**

Example answer:

When I was younger, I really wanted to take dance classes. However, dance classes were very expensive and my mother said that we could not afford them. I did not let that stop me. I decided to get a job at the weekends, working at my uncle's shop. I gave half of the money to my mother, and she agreed to let me keep the other half for my classes. I loved my dance classes, and I appreciated them more because I paid for them myself.

<b>Lesson Title:</b> The Active and Passive Voices
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<b>Practice Activity:</b> PHL-09-119
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**Activity 1**

1. washes   2. planted   3. bought   4. helped   5. will clean

**Activity 2**

1. The dishes are washed every day by Iye.
2. The vegetables were planted in the garden by my mother.
3. Cold soda from the store is being drunk by the pupils.
4. Dawa is being helped by Mary.
5. The bathroom was being cleaned by me.
6. The plate was being dried by my sister when it broke.
7. Several fish were caught by the villagers.
8. It was discovered by the debate club that their meeting was cancelled.
9. All of the fruit was eaten by you.
10. My promise was kept by me.

**Lesson Title:** Expository Writing – Giving Instructions

**Practice Activity:** PHL-09-120

### Activity 1

Example outline:

How to Play My Favourite Sport

Introduction: I will explain how to play football. I love football. It is my favourite sport. I play it every day.

Body:

Step 1: There are two teams, two nets and one ball.

Step 2: There are 10 players and one goalie on each team. The goalie tries to prevent the other team's ball from going into the net (this is called a goal).

Step 3: The aim of the game is to work with your teammates and have fun.

Step 4: The team that scores the most goals wins!

Conclusion: This is how to play my favourite sport, football!

### Activity 2

Example essay:

How to Play My Favourite Sport

I will explain how to play football. I love football, it is my favourite sport. I play it almost every day with my friends after school.

There are some different ways to play football. There are different size fields and different lengths for games. I will explain the basics. First, there are two teams. There are two nets, one each at opposite ends of the field. Both teams play with a single ball between them.

There are ten players and one goalie on each team. The goalie tries to prevent the other team's ball from going into the net. If one team gets the ball past the other team's goalie and into the net, that is a goal – a point for the team. The sport's name also gives another clue about the game. You move the ball with your feet, though you can also use other parts of your body but never your hands or arms.

The main goal is to work with your teammates to pass the ball down the field, trying to keep the other team from getting it. The team with the most goals scored wins the game.

This is a simple way to play my favourite sport, football. Give it a try, it is so much fun!

**Lesson Title:** Conditional Tenses

**Practice Activity:** PHL-09-121

### Activity 1

1. a    2. c    3. b    4. c    5. A

### Activity 2

1. stops    2. will do    3. will get    4. would have won    5. Had

### Activity 3

Example sentences:

1. If I had more time, **I would** learn to speak another language.
2. If I lived on a lonely island, **I would** swim all day.
3. If you study for the test, **you will** pass it.
4. If they had listened to me, they **would not have** been late.
5. If it rains tomorrow, I **will have** to get a raincoat.

<b>Lesson Title:</b> Conditional Tenses (Continuation)
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<b>Practice Activity:</b> PHL-09-122
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### Activity 1

1. b    2. a    3. c    4. c    5. B

### Activity 2

1. The person did not get to see the festival because they were a week late.
2. The person did not bring more mangoes because they didn't have many.
3. The fence did not blow away because the wind stopped.
4. There was not a lot of rain in the rainy season.
5. The baby burned herself because you did not watch carefully.

### Activity 3

1. arrive    2. don't revise/do not revise    3. will go    4. will be    5. will lose

<b>Lesson Title:</b> Narrative Composition
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<b>Practice Activity:</b> PHL-09-123
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### Activity 1

Example outline:

#### If I Travelled to Outer Space

Introduction: If I travelled to outer space, I would do so many amazing things.

Body paragraphs:

1. I would take many pictures of the earth
2. I would feel what it is like to have no gravity.
3. I would search for aliens.

Conclusion: If I travelled to outer space, it would be an experience like no other. I would have so many stories to tell about my adventures.

## Activity 2

Example composition:

### If I Travelled to Outer Space

If I travelled to outer space, I would do so many amazing things. I would travel in a spaceship and it would take years. However, it would be worth it to take pictures, feel no gravity and look for aliens!

If I were in outer space, I would make sure I brought along an excellent camera. I would take so many pictures of the earth from way up high. I would try to take pictures of Africa. I would imagine that I could see my home.

I would love to feel what it would be like to be without gravity. I can imagine it would be a lot of fun and I could jump so high. I would probably struggle to sleep. It would be new trying to sleep without gravity!

The best thing of all would be looking for aliens! Some do not agree, but I think they exist. I would spend all my free time looking for evidence of life on other planets.

If I travelled to outer space, it would be an experience like no other. I would have so many stories to tell about my adventures in zero gravity, alien hunting and picture taking.

<b>Lesson Title:</b> Prose
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<b>Practice Activity:</b> PHL-09-124
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## Activity 1

1. The children became worried when they weren't called for lunch.
2. They thought she had been attacked by a wild animal.
3. Their mother was joking because they were giving her so much attention.
4. Their mother had hiked to the car to get matches.
5. The children offered to make lunch because they were so relieved to have their mother back.

## Activity 2

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

<b>Lesson Title:</b> Translating Shakespearean English into Modern English
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<b>Practice Activity:</b> PHL-09-125
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## Activity 1

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

## Activity 2

The Duke tells Antonio that he feels sorry for him because his adversary, the person against him, is a terrible, cruel person who does not have any feelings of pity or mercy for others.

<b>Lesson Title:</b> Parts of Speech
<b>Practice Activity:</b> PHL-09-126

**Activity 1**

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

**Activity 2**

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

**Activity 3**

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

<b>Lesson Title:</b> Concrete and Abstract Nouns
<b>Practice Activity:</b> PHL-09-127

**Activity 1**

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

**Activity 2**

1. freedom – abstract noun  
Example: I felt like my **freedom** was taken away when I went to boarding school.
2. desk – concrete noun  
Example: The **desk** in my classroom feels too small for me to sit behind.
3. baby – concrete noun  
Example: My aunt had a new **baby** last night.
4. justice – abstract noun  
Example: I was happy when the thief was caught and brought to **justice**.
5. dream – abstract noun  
Example: My sister woke up screaming last night from a bad **dream**.

**Activity 3**

1. honesty
2. brilliance
3. hope
4. bravery
5. pride



**Lesson Title:** Expository Writing in a Letter

**Practice Activity:** PHL-09-128

### Activity 1

Example summary:

The game snakes and ladders is a board game. It is played with 2–4 players who take turns throwing dice. The number on the dice tells the players how many spots to move on the squares. There are 100 squares numbered 1–100 on the board. All players start at number one. If a player rolls the dice and ends up at the bottom of a ladder, then they get to climb the ladder to a higher number. If a player ends up at the mouth of a snake, the player slides down to a lower number. The first person to get to 100 wins.

### Activity 2

Example letter:

1404 Monroe St  
Bo  
21<sup>st</sup> April 2018

Dear Bintu,

Hello! How are you doing? I hope you are well. Everyone at school misses you! I am well and keeping busy. I'm writing to tell you about a project we did in class. We made a volcano. It was so much fun, I want to tell you how to do it.

First, you need to prepare a surface that you don't mind getting dirty. Lay down an old newspaper. Next, get an old plastic bottle and cut the top off to form the centre of the volcano. This is what will hold your lava. Take some clay and mould it all around the bottle so that it looks like a mountain. Leave the top open so you can access the plastic bottle!

Next, make your lava. Get some vinegar and mix it with a tablespoon of dish soap. Pour the mixture into the volcano. Then take a tablespoon of baking soda and wrap it in a square of toilet paper or a paper napkin. Keep it closed with rubber bands. Then, drop the baking soda roll in the vinegar. Step away! Once the paper dissolves, your volcano will explode!

Doesn't this sound like fun, Bintu? It was for us! I definitely suggest only trying this with adults around, though. Write back to me and let me know if you try it out!

Your friend,  
Amie

**Lesson Title:** Oral Work on Exposition

**Practice Activity:** PHL-09-129

### Activity 1

Example answer:

After reading the exposition aloud a few times, I decided to try and explain how to plant peppers to my mother. I remembered the first part well, but forgot about telling her how to prepare the land. At first, I struggled because I kept trying to remember the words I had read. But once I decided to just explain in my own words, I was able to do a lot better.

### Activity 2

Example exposition:

#### How to Make Ice Cream

Good afternoon, family and friends. Today I am going to describe to you how to make one of my favourite things in the world, ice cream!

The wonderful thing about making ice cream is that it is actually very easy and quick to prepare. It only takes 5–10 minutes.

First, choose what flavour ice cream you would like. I love mango ice cream, so I will share that recipe with you. Gather 1 cup of milk, 1.5 tablespoons of sugar and half of a mango.

Finely chop up the mango. Put all ingredients into a small plastic bag and seal it well.

Next, get a larger plastic bag and fill it with 2–3 cups of ice and 1/3 cup of salt. Place the small bag of ingredients into the larger bag and seal it tightly.

Finally, shake the bag vigorously for about five minutes. After that time, you can check the smaller bag. It should have hardened into ice cream!

The final step is the best part. Open it up and enjoy it with friends!

Thank you all so much for your attention.

**Lesson Title:** Revision of Poetry

**Practice Activity:** PHL-09-130

### Activity 1

Example answer:

This poem is about a schoolmaster who was very strict, and his pupils were afraid of him. Even when he told jokes, they could only fake laughter. However, he was also intelligent and he loved to teach and learn. The people in his village admired him for his knowledge.

### Activity 2

Example answers:

1. Personification is when human qualities are given to something not human.

Example: The sun glared down at us.

2. Alliteration is when the same letter or sound is used multiple times in the same sentence.  
Example: The dog drank deliriously from his dish.
3. Hyperbole is when something is greatly exaggerated and not meant to be taken literally.  
Example: I was so hungry I could eat a whole cow.
4. Repetition is when a word or phrase is repeated to emphasise something.  
Example: And miles to go before I sleep, and miles to go before I sleep.
5. Irony is when language is used to have a meaning that is opposite of its literal meaning.  
Example: I just love getting poor marks when I study hard.

<b>Lesson Title:</b> Parts of Speech – Pronouns
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<b>Practice Activity:</b> PHL-09-131
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### Activity 1

1. They – subject    2. She – subject    3. us – object    4. him – object    5. we – subject

### Activity 2

1. her    2. it    3. us    4. they    5. We

### Activity 3

1. mine    2. theirs    3. ours    4. hers    5. yours    6. Theirs

<b>Lesson Title:</b> The Case of the Pronoun
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<b>Practice Activity:</b> PHL-09-132
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### Activity 1

1. a    2. b    3. c    4. a    5. C

### Activity 2

1. We – subject
2. I – subject; her – object
3. It – subject
4. him – object
5. me – object

### Activity 3

1. me; object pronoun
2. us; object pronoun
3. it; subject pronoun
4. him; object pronoun
5. they; subject pronoun

**Lesson Title:** Indefinite Pronouns

**Practice Activity:** PHL-09-133

**Activity 1**

1. anything 2. everywhere 3. everybody 4. somewhere 5. anyone 6. something

**Activity 2**

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

**Activity 3**

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

**Lesson Title:** Revision of Semi-Formal Letters

**Practice Activity:** PHL-09-134

**Activity 1**

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

**Activity 2**

Example letter:

2 Lunsar Road  
Lusar  
11<sup>th</sup> June 2018

Dear Mother,

I hope this finds you well. I am writing today to ask you for permission to spend the night at Kainday's house this coming Saturday.

Kainday's sister is getting married on Saturday, and she has invited me to attend the wedding. They have asked if I can help with cleaning up afterwards. The event will go until very late, so Kainday's mother suggested I stay the night at their house and return the next morning.

Please grant my request. I will give you the phone number of Kainday's mother so you are able to confirm the arrangement with her.

Your daughter,  
Nouhou

<b>Lesson Title:</b> Reading Comprehension
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<b>Practice Activity:</b> PHL-09-135
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### Activity 1

1. Kangaroos use their tails to balance when they jump.
2. A kangaroo has powerful hind legs and small front legs, with a long tail.
3. Kangaroos are found in eastern Australia.
4. Macropus means 'big foot'.
5. In hot weather they can have a hard time finding food because the grass dies from the heat.

### Activity 2

1. d   2. a   3. e   4. c   5. b

<b>Lesson Title:</b> Parts of Speech – Conjunctions and Interjections
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<b>Practice Activity:</b> PHL-09-136
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### Activity 1

1. She loves to cook, **but** she needs a new stove.
2. My brother went to the market **because** he needed to buy food.
3. The boy ran fast, **but/so** the girl ran faster.
4. Do you want to go to the movies **or** stay home?
5. The woman danced **and** sang.

### Activity 2

1. Wow   2. Oops   3. Ouch   4. Oh   5. Hooray   6. Aha

### Activity 3

1. d   2. c   3. b   4. d   5. a

<b>Lesson Title:</b> Adjectives
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<b>Practice Activity:</b> PHL-09-137
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### Activity 1

1. whose; interrogative
2. younger; descriptive
3. those; demonstrative
4. their; possessive
5. little; quantity
6. my; possessive
7. noisy; descriptive
8. half; quantity

### Activity 2

1. what
2. no
3. enough
4. your
5. my
6. brave
7. Ancient

### Activity 3

Example sentences:

1. It took us **three** days to travel up country.
2. That was a really **fun** party!
3. **That** ball is used when we play football.
4. **Their** car is red.
5. **What** game do you want to play after school?
6. Go and ask the **tall** man for help.

<b>Lesson Title:</b> Reading Comprehension
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<b>Practice Activity:</b> PHL-09-138
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### Activity 1

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

### Activity 2

Fadgo felt very bad about taking the egg. After waiting all day and night with her mother, they realised the mother falcon was not coming back. They decided to take the egg home. After a while, the egg hatched and a baby bird came out. The baby bird thought Fadgo was its mother. Now the baby bird and Fadgo are best friends.

<b>Lesson Title:</b> Descriptive Composition – Describing a Person
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<b>Practice Activity:</b> PHL-09-139
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### Activity 1

Example outline:

<u>My Best Friend, Mariama</u>
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<u>Introduction:</u> Mariama, 12 years old, lives in Bo, attends Grace Secondary School
---

<u>Physical appearance:</u> tall, short black hair, big brown eyes, slender, graceful
---

<u>Style of dressing:</u> chic, colourful, modern
---

<u>Character traits and personality:</u> helpful, friendly, kind, funny, caring
---

<u>Conclusion</u>
-------------------

## Activity 2

Example composition:

### My Best Friend, Mariama

My best friend, Mariama, is 12 years old, just like me. She lives in Bo with her mother, father and two sisters. We attend Grace Secondary School together and have known each other for a long time.

Mariama is tall, slender and graceful. She looks like a dancer when she walks. She moves as gracefully as a gazelle. She has short black hair and big brown eyes. Her skin is the colour of coffee and as smooth as shea butter. I think she is very pretty.

Mariama always wears the latest modern fashion. She is chic and the dresses she wears are always so colourful and beautiful. Her mother knows how to sew, so she makes new, interesting styles for Mariama and her sisters. All of the girls admire her style. I am lucky because she lets me borrow her fashionable clothes for parties.

The most important thing about Mariama is her personality. She is always willing to help her friends when they need it. She is friendly and kind to new pupils and seems to care about everyone. She is funny too and is always making me laugh.

For all these reasons, Mariama is my best friend.

<b>Lesson Title:</b> Descriptive Composition – Describing a Place
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<b>Practice Activity:</b> PHL-09-140
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## Activity 1

Example outline:

### My Favourite Place

Introduction: Number 2 Beach next to Tokeh Beach on the Western Area Peninsula. It is a popular tourist attraction for Sierra Leoneans and foreigners.

#### Description using the senses:

what is there to see and do, what is the place famous for? – forest walks; fishing trips; boat rides; relax

See – mountains and mangrove forest and beautiful beach; tropical birds; flying fish leaping out of the water, traditional dance performers

Hear – the calls of birds, the waves crashing, people laughing and talking as they relax

Smell – salty ocean air; ripe fruit

Taste – refreshing coconut and bananas

Conclusion How it makes you feel, why you like or dislike it – joyful and relaxed; happy to spend time with family

## Activity 2

Example composition:

### My Favourite Place

My favourite place in the world is Number 2 Beach. It is located on the Western Area Peninsula right next to Tokeh Beach. It is a popular tourist attraction for both foreigners and Sierra Leoneans.

There are so many things to do at Number 2 Beach. I like to go for a forest walk, or on a fishing trip. There are also boat rides out to nearby islands. However, my favourite thing to do is just relax and watch the ocean and jump over the waves.

When I arrive there, the first thing I notice is the lush mountains and mangrove forest next to the beautiful beach. Tropical birds fly above, singing. In the water, flying fish leap out of the ocean.

My family and I always make sure we get some refreshing coconut and sweet bananas there. We eat this while taking in the smells of the salty ocean air and ripe fruit. It is wonderful to be around so many laughing and talking families as they relax on the beach.

Number 2 Beach always makes me feel joyful and relaxed. It is a nice treat to be able to spend time with my family in such a beautiful place. I recommend that everyone should visit it.

<b>Lesson Title:</b> Book Review
<b>Practice Activity:</b> PHL-09-141

## Activity 1

Example review:

The story, *The Noise*, is about a girl who was trying to go to sleep next to her sister when she heard a scratching noise. At first, she thinks she is imagining things, but then she hears the noise again. She is nervous and gets up to find out what it is. She thinks it is coming from the closet so grabs her phone to use as a flashlight and opens the closet door. She sees a shirt move on the ground, but when she goes to grab it, she is scratched by claws. She realises the claws have come from a mother cat who is protecting her five baby kittens. She climbs back into bed, laughing, at how scared she had been.

I really liked the story because I like stories where you do not know what is going to happen and they make you feel a little scared. While reading the story, I did not know if what was in the closet would turn out to be an alien or a monster or something else terrible. I thought it was funny when it turned out to only be a cat. It shows how our imaginations can so easily play tricks on us, especially at night when it is dark.



<b>Lesson Title:</b> Book Review (Continuation)
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<b>Practice Activity:</b> PHL-09-142
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### Activity 1

Example outline:

<u>Book Review of <i>Half of a Yellow Sun</i></u>
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<u>Introduction:</u> <i>Half of a Yellow Sun</i> , Chimamanda Ngozi Adichie, Nigeria, Knopf, 2006
---

<u>Body Paragraph(s):</u>
---------------------------

- |   |
|---|
| <ul style="list-style-type: none"><li>- Biafran War, Nigeria 1960s</li><li>- Twin sisters, Olanna and Kainene who fall in love with very different men</li><li>- Story focuses on the relationships between the different characters and contrasts them with Ugwu, the Odenigbo's houseboy.</li></ul> |
|---|

<u>Conclusion:</u> I felt sorry for Olanna. Odenigbo was selfish. My favourite character was Kainene because she was strong and passionate.
---

### Activity 2

Example book review:

Book Review of *Half of a Yellow Sun*

*Half of a Yellow Sun* is a very interesting story written by the Nigerian writer Chimamanda Ngozi Adichie. It was first published in 2006 by Knopf. It has won many literary awards.

The novel takes place during the Biafran War in Nigeria during the late 1960s. The war is an important part of the story. The two main characters are twin sisters, Olanna and Kainene, from a wealthy family. The sisters fall in love with very different men. Olanna leaves Lagos to follow Odenigbo, a university professor who is passionate about the revolution. Richard, a young and shy Englishman, falls in love with Kainene. The story looks at the relationships between the characters and contrasts them with the life of Ugwu, Odenigbo's houseboy.

I felt sorry for Olanna because she loved Odenigbo very much, but he was very selfish. My favourite character was Kainene because she was strong and passionate. I recommend reading this book.

<b>Lesson Title:</b> Question Tags
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<b>Practice Activity:</b> PHL-09-143
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### Activity 1

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

### Activity 2

1. is it   2. aren't you   3. wasn't I   4. will we   5. don't they   6. isn't it

**Activity 3**

1. They live in Liberia, **don't they?**
2. She didn't buy the beans, **did she?**
3. He can't run very fast, **can he?**
4. They already started playing, **didn't they?**
5. It's time to leave, **isn't it?**

<b>Lesson Title:</b> Revision of Comparative and Superlative Adjectives
<b>Practice Activity:</b> PHL-09-144

**Activity 1**

1. bigger
2. bumpiest
3. more important
4. tiniest
5. shiniest
6. best
7. most generous
8. deeper

**Activity 2**

1. most beautiful
2. funniest
3. most dangerous
4. hottest
5. weakest
6. thickest
7. smartest
8. calmest

**Activity 3**

1. nicest
2. faster
3. most wonderful
4. hotter
5. more useful

<b>Lesson Title:</b> Reading Comprehension
<b>Practice Activity:</b> PHL-09-145

**Activity 1**

1. adjective
2. noun
3. verb
4. adverb
5. conjunction

**Activity 2**

1. The character was miserable because being at sea made him or her sick to their stomach.
2. The ocean was described as miles and miles of boring blue.
3. When the captain announced land, all of a sudden the character felt fine. He or she forgot that they were sick.
4. Answers may vary. Example answer: The main difference between the two texts is that *The Charm of Sierra Leone* has an upbeat and happy tone throughout the whole story. *The Unfortunate Journey* starts off in an unhappy tone.

Answers may vary. Example answer: The two texts are similar because they both praise Sierra Leone.

<b>Lesson Title:</b> Adverbs
<b>Practice Activity:</b> PHL-09-146

**Activity 1**

1. adverb
2. adverb
3. adjective
4. adjective
5. adverb
6. adjective

**Activity 2**

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

**Activity 3**

Example sentences:

1. I always try hard in my **weekly** English exams.
2. There are **exactly** enough pieces for all of us.
3. I ran **down** the stairs.
4. I will have time to help **tomorrow**.
5. The children **narrowly** missed being hit by the speeding car.

<b>Lesson Title:</b> Avoiding Double Negatives
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<b>Practice Activity:</b> PHL-09-147
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**Activity 1**

1. She wasn't ever on time for the game./She was never on time for the game.
2. The children have never been to the school before./The children haven't ever been to the school before.
3. I saw all the cake, but I didn't eat any./I saw all the cake, but I ate none of it.
4. I told my mother I didn't do anything, but she didn't believe me./I told my mother I did nothing, but she didn't believe me
5. My sister couldn't find her uniform anywhere./My sister could find her uniform nowhere.

**Activity 2**

I didn't want to go to a party. My sister was insisting. She really wanted me to come. The problem was that it wasn't a real party. It was a party for her toys! I am too old for this! I don't want to do **anything** like go to a pretend party anymore. That is for little kids. But then she smiled at me, and I could refuse her **nothing**. So, off to the party I went!

**Activity 3**

1. nothing
2. any
3. anybody
4. no
5. Anything

<b>Lesson Title:</b> Prepositions
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<b>Practice Activity:</b> PHL-09-148
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**Activity 1**

1. direction
2. position
3. position
4. direction
5. Time

**Activity 2**

1. in
2. at/by/before
3. in/after
4. during/in
5. before/at/over

**Activity 3**

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

<b>Lesson Title:</b> Revision of Formal Letters
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<b>Practice Activity:</b> PHL-09-149
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**Activity 1**

1. False. It is not appropriate to use contractions in a formal letter.
2. False. All three types of letters include the sender's address.
3. True
4. True
5. True
6. False. Only formal letters include the recipient's address.

**Activity 2**

1. Respected individuals receive formal letters. These include principals, councillors, community representatives and ministers.
2. Friends and family members can receive informal letters.
3. Family members or friends who are older than you receive semi-formal letters.
4. Formal letters include the recipient's address. They have a heading that is underlined or in all uppercase letters. They also begin with 'Dear Sir or Madam'. Semi-formal letters do not include the recipient's address or a heading and we use different salutations in them.

Formal language should be used and not slang or contractions.

<b>Lesson Title:</b> Revision of Formal Letters (Continuation)
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<b>Practice Activity:</b> PHL-09-150
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**Activity 1**

Example answers:

1. The problem is overcrowding during school lunches. Not everyone is able to finish their lunch.
2. A possible solution could be having the different classes start lunch at different times so the wait is not so long.

## Activity 2

Example letter:

	15 Discovery Road Bo 15 <sup>th</sup> June 2018
Principal Sesay Bright Start Secondary School Bo Dear Madam,	
<u>Suggestion for Improving Lunch Break</u>	
I am writing this letter on behalf of JSS 3 Blue to discuss the crowded lunch break at Bright Start Secondary School.	
As you know, the lunch break at Bright Start is currently 30 minutes long. Unfortunately, due to overcrowding this year, it is taking much longer to receive lunch than in previous years. This leaves pupils hardly any time to actually eat their lunch.	
We would like to suggest that we switch to a staggered lunch system where JSS 1, 2 and 3 all start their lunch break 15 minutes apart so that there is plenty of time for all pupils to eat. We think this would really improve the lunch time flow and allow everybody to have enough time to complete their lunch before returning to class.	
Thank you very much for your time and attention. We look forward to your response.	
	Yours faithfully, (signature) Adama Bundu JSS 3 Blue









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