



Ministry of
Basic and
Senior
Secondary
Education

Pupils' Handbook for
Senior Secondary
English
Language

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Foreword

These Lesson Plans and the accompanying Pupils' Handbooks are essential educational resources for the promotion of quality education in senior secondary schools in Sierra Leone. As Minister of Basic and Senior Secondary Education, I am pleased with the professional competencies demonstrated by the writers of these educational materials in English Language and Mathematics.

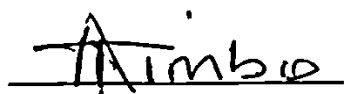
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give them additional opportunities to learn independently. In total, we have produced 516 lesson plans and 516 practice activities – one for each lesson, in each term, in each year, for each class. The production of these materials in a matter of months is a remarkable achievement.

These plans have been written by experienced Sierra Leoneans together with international educators. They have been reviewed by officials of my Ministry to ensure that they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognized techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make the best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new lesson plans. It is really important that the Lesson Plans and Pupils' Handbooks are used, together with any other materials they may have.

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 our partners for their continued support. Finally, I also thank the teachers of our country for their hard work in securing our future.



Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve thus, DO NOT WRITE IN THE BOOKS.









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Introduction to the Pupils' Handbook

These practice activities are aligned to the Lesson Plans, and are based on the National Curriculum and the West Africa Examination Council syllabus guidelines. They meet the requirements established by the Ministry of Basic and Senior Secondary Education.

-  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!



KEY TAKEAWAYS FROM SIERRA LEONE’S PERFORMANCE IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION – ENGLISH LANGUAGE¹

This section, divided by theme, seeks to outline key takeaways from assessing Sierra Leonean pupils’ responses on the West African Senior School Certificate Examination (WASSCE). The common errors pupils make are highlighted below with the intention of giving teachers an insight into areas to focus on to improve pupils’ performance on the examination. Where possible, specific suggestions are provided for addressing these issues.

Listening and speaking

1. Errors in sound identification – pure vowels, diphthongs and triphthongs as well as consonants and consonant clusters
2. Mistakes in stress – emphatic stress, sentence stress and word stress
3. Errors in intonation – rising and falling
4. Errors in conversation, narrative and dialogue analysis

Writing

1. Questions are misunderstood and/or not adequately dealt with in the response. This includes: lack of planning in the answer, and responses that are not detailed enough or thought through enough.
Suggested solutions:
 - Practise analysing the essay questions with pupils, discussing what the question demands in the answer.
 - Provide an outline and have pupils practise providing structured, detailed answers using the outline.
 - Provide clear instructions on each type of writing in the lessons.
2. Answers show lack of understanding of organisation of format and style of different types of writing. Specific vocabulary for transitions is missing, and the development of ideas is not organised into topic sentences and supporting sentences.
Suggested solutions:
 - Provide multiple examples of the different types of writing from a variety of essays.
 - Provide ample opportunities to practise using outlines to organise ideas.
3. Common errors in grammar use and mechanics include:
 - Singular versus plural
 - Subject/verb agreement
 - Pronoun/antecedent agreement
 - Conjugating verbs correctly
 - Using difficult tenses like perfect continuous tense
 - Appropriate use of phrases and clauses
 - Omission of articles, ‘a’, ‘an’ and ‘the’

¹ This information is derived from an evaluation of WAEC Examiner Reports, as well as input from WAEC examiners and Sierra Leonean teachers.

- Incorrect use or ambiguous use of prepositions, which shows a lack of understanding
 - Poor punctuation and spelling
4. Common mistakes in expression include incomplete or poorly constructed sentences, with incorrect punctuation and incorrect use of figurative language. Suggested solutions:
- Development of general and figurative language vocabulary
 - Exposure to more reading material outside the content area

Reading comprehension

1. Pupils must be able to answer WH questions (who, what, where, when, why, how) and questions that require understanding of the writer's attitude, mood, tone and purpose. Mistakes are often made in questions that require making inferences.
Suggested solutions:
 - Practise analysing questions and identifying those that are literal versus those that require inference.
 - Demonstrate how to infer meaning using varied examples and context clues.
2. Errors are made in vocabulary, especially figures of speech and figurative language.
3. Mistakes are made when pupils are asked to comprehend large chunks of information.
Suggested solution:
 - Practise reading comprehension strategies like summarising, identifying main ideas and reading between the lines.
4. Errors are frequent in word replacement activities which require knowledge of synonyms and antonyms. This shows a lack of understanding of the context of the word.
Suggested solution:
 - Practise identifying context clues in the text to infer the meaning of an unfamiliar word.
5. Errors are common in questions related to grammatical names and functions, including identifying parts of speech.
Suggested solutions:
 - Incorporate grammar questions into reading comprehension activities.
 - Revise the parts of speech and their use in sentences.

Lesson Title: Grammar Review: Nouns, Pronouns, and Adjectives	Theme: Grammar
Practice Activity: PHL1-L097	Class: SSS 1



Learning Outcomes

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

1. Identify different types of nouns, pronouns and adjectives.
2. Use nouns, pronouns and adjectives correctly in speech and writing.

Overview

Nouns are a class of words that can function as the subject or object in a phrase or sentence.

The following list describes the different types of nouns:

- A **concrete noun** is something you can count, taste, hear, see, smell or touch.
Examples: shoe, bird, Mohamed, soda
- An **abstract noun** names a feeling, concept or idea. It cannot be experienced with the 5 senses.
Examples: joy, pride, death
- A **common noun** is a noun that refers to people, places or things in general.
Examples: girl, country, car
- A **proper noun** is a noun that refers to specific people or things. It is capitalised.
Examples: Sarah, Tanzania, Toyota
- A **countable noun** is a noun that can be counted.
Examples: books, tables, cities
- A **non-countable noun** is a noun that cannot be counted. These include most abstract nouns as well as liquids, powders and other things.
Examples: milk, friendship, flour
- A **collective noun** refers to a group.
Examples: team, class, herd
- A **compound noun** is 2 or more words that together make up a single noun. They can be joined as 1 word, be 2 separate words or be connected by a hyphen.
Examples: toothpaste, mother-in-law, post office

Pronouns are words that can function by themselves and replace nouns. There are 2 types of personal pronouns – subject pronouns and object pronouns.

- Subject pronouns replace the subject in a sentence: I, you, he, she, it, we, they.
- Object pronouns replace the object in a sentence: me, you, him, her, it, us, them.

There are 8 other types of pronouns shown in the following table:

Demonstrative	Relative	Indefinite	Interrogative
They demonstrate (or indicate). Examples: this, that, those	They introduce a dependent clause, which gives more information. Examples: who, whom, which	They are used for non-specific items and people. Examples: anyone, nothing, everything, somebody, all	These begin questions. Examples: who, what, where, when
Possessive	Reflexive	Emphatic	Reciprocal
These are used to show ownership. Examples: my, yours, hers, ours	These refer to another noun or pronoun in the sentence and end in 'self' or 'selves'. Examples: himself, herself, myself, ourselves, themselves	They are used to add more emphasis to a subject and end in 'self' or 'selves'. Examples: himself, herself, myself	The reciprocal pronouns each other and one another are used when 2 or more people do the same thing.

Adjectives are words or phrases that modify a noun or pronoun.

- Attributive adjectives come right before the noun they describe.
Example: Those **purple** shoes are my favourite.
- Predicative adjectives describe a state of being or experience and come after the noun in the sentence.
Example: My sister seems **frustrated**.
- The correct order for adjectives is as follows: opinion, size, age, colour and origin.
Example: This a silly, little, orange bird.

Practice

Activity 1

Identify whether the following statements are true or false.

1. The words 'he', 'she', 'we', 'us' and 'it' are not personal pronouns.
2. Subjective pronouns can replace nouns that are subjects of sentences.
3. Object pronouns include 'us', 'we', 'it', 'her' and 'they'.
4. All collective nouns are connected with a hyphen.
5. The words 'idea', 'construction', 'appeal' and 'loudness' are all abstract nouns.
6. Reflexive and emphatic pronouns are identical in form but differ in function.
7. 'Committee', 'crowd', 'flock', 'parliament' and 'senate' are all collective nouns.
8. When we use a series of adjectives we apply no specific order.

Activity 2

Identify the part of speech and category of each of the **bold** words in the following passage.

Because the **pupils** found the task **difficult**, the teacher did it **himself**, providing **them** a with a clear **explanation** of the **concept**. **Boima** was the first to grasp the idea of **substitution**. **Everyone** in the **class** was **happy**.

Activity 3

Fill in the blanks with appropriate nouns, pronouns and adjectives.

1. _____ of us in our 2. _____ of 50 needed a copy of the 3. _____ textbook but it was not available in the 4. _____. 5. _____ instructed that 6. _____ should each obtain 7. _____ copy by 8. _____ or not come to class for the rest of the week.

Lesson Title: Comparative Adjectives	Theme: Grammar
Practice Activity: PHL1-L098	Class: SSS 1



Learning Outcomes

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

1. Define comparative adjectives and demonstrate understanding of their function in a sentence.
2. Identify comparative adjectives in a sentence.
3. Use comparative adjectives correctly in speech and in writing.

Overview

Comparative adjectives are used to compare differences between the objects they modify. They are used in sentences when 2 nouns are being compared.

Look at the following sentences:

1. Fatu is young.
2. Fatu's sister is younger.

In the first sentence, we are not comparing Fatu's age to anybody else's age. In the second sentence, we are comparing Fatu's age to her younger sister's age. We are using the comparative form of the adjective 'younger'.

Forming comparative adjectives:

- Comparatives are formed as follows: noun (subject) + verb + comparative adjective + 'than' + noun (object)
- The object of comparison can be omitted if it is clear from the context.
Example: Julia and Aminata are both short, but Julia is shorter.
 - You do not need to say 'than Aminata' because that is already understood from the context.
- For 1- and 2-syllable adjectives the comparative is formed by adding '-er'.
Examples:
 - Stella is pretty. / Stella is prettier than her sister.
 - The table is old. / The table is older than the chair.
- Adjectives that have 3 or more syllables, for example, 'im-port-ant', form the comparative by adding 'more' before the word instead.
 - Some 2-syllable adjectives also use 'more' instead of adding '-er'.
 Example:
A motorcycle is expensive. A car is more expensive than a motorcycle.
- 3. Some 2-syllable adjectives also use 'more' instead of adding '-er'. In particular, adjectives that end in: '-ful', '-ant', '-ent', '-ous', '-ious', '-ive', '-less', '-ish', '-ic', '-ate', '-ure'.
Example: A cat is harmless. A kitten is more harmless than a cat.
- 4. The following adjectives are irregular and do not follow the rules:

Adjective	Comparative
good	better
bad	worse
little	less
much/some	more
far	farther/further

Practice

Activity 1

Write the comparative forms of the following adjectives.

1. obvious
2. strict
3. proud
4. foolish
5. good
6. wise
7. happy
8. constructive
9. secure
10. recent

Activity 2

Replace the **bold** adjectives in the following sentences with their correct comparative forms.

1. We had a slightly **bright** day last Tuesday, but Sunday was **gloomy**.
2. Wood is a **cheap** commodity; gold is **expensive**.
3. The coin is **heavy**, and the material is **strong**.
4. The tourists saw **many** monkeys before they reached the desert.
5. The musician became **famous** and **attractive**.

Activity 3

Fill in the blanks using the comparatives of the adjectives in brackets.

After 5 days of treatment the patient got 1. _____ (well) and went home. He looked 2. _____ (tall) and 3. _____ (healthy) than he was when he was first brought in. Rather unfortunately, however, he got home to a 4. _____ (bad) financial situation. The treatment bill was 5. _____ (expensive) than he had expected and his savings had been used up. The 6. _____ (dependable) of his sons, who could give some help, was away. He began to wish that he had gone for 7. _____ (cheap) medical services instead of giving in to the 8. _____ (pricey) private treatment.

Lesson Title: Superlative Adjectives	Theme: Grammar
Practice Activity: PHL1-L099	Class: SSS 1



Learning Outcomes

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

1. Define superlative adjectives and demonstrate understanding of their function in a sentence.
2. Distinguish between comparative and superlative adjectives.
3. Identify superlative adjectives in a sentence.
4. Use superlative adjectives correctly in speech and in writing.

Overview

Superlative adjectives are used to compare 1 subject with a group. They are used in sentences when 3 or more nouns are being compared.

Look at the following example sentences:

- Fatu is young.
- Fatu's sister is younger than her.
- Fatu's cousin is the youngest.

The differences between these sentences are explained below:

- In the first sentence, we are not comparing Fatu's age to anybody else's age.
- In the second sentence, we are comparing Fatu's age to her sister's age.
- In the last sentence, we are comparing the ages of 3 people: Fatu, Fatu's sister and Fatu's cousin.
- Because 3 ages are being compared, we use the superlative form of the adjective 'the youngest'.

The following explains how to form superlative adjectives:

- Superlatives are formed as follows: noun (subject) + verb + superlative adjective + 'of' + noun (object)
- The object of comparison can be omitted if it is clear from the context.
Example: The girls are all tall, but Ruth is the tallest.
 - You do not need to say 'of the girls' because that is already understood from the context.
- The superlative for most 1-syllable adjectives and many 2-syllable adjectives is formed by adding '-est' at the end of the word.
- We also usually add 'the' before the superlative adjective, but not if a possessive is used. (Examples: He is **the** tallest. / He is **my** tallest brother.)
 - Examples of 1-syllable adjectives: hard, harder, the hardest; cute, cuter, the cutest
 - Examples of 2-syllable adjectives: simple, simpler, simplest; funny, funnier, the funniest

- The superlative of some 2-syllable adjectives and all 3-syllable adjectives is formed by adding 'most' before the word.
 - Examples of 2-syllable adjectives: nervous, more nervous, the most nervous
 - Examples of 3-syllable adjectives: beautiful, more beautiful, the most beautiful

Some adjectives do not follow any of the rules. The following adjectives are irregular:

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
little	less	the least
much/some	more	the most
far	farther/further	the farthest/furthest

Practice

Activity 1

Write the comparative and superlative forms of the following adjectives.

- suspicious
- mean
- cunning
- rustic
- passionate
- meeek
- distant
- pleased
- friendly
- little

Activity 2

Replace the **bold** adjectives in the following sentences with their correct comparative or superlative forms.

- The tourists were worried when they witnessed the **tragic** events ever.
- The dry reed is the **thin** item on the table and the inflated balloon the **round**.
- The **careless** way to approach an issue is to venture when we are upset.
- Wild animals are **dangerous** when they are injured.
- Her bicycle is the **good** of them all.

Activity 3

Fill in the blanks using the superlatives of the adjectives in brackets.

The 1. _____ (serious) girls compete with the 2. _____ (ambitious) boys in school competitions. Their 3. _____ (fine) work is appreciated by the 4. _____ (skilled) teachers. The 5. _____ (good) teachers enjoy their 6. _____ (motivated) pupils. This is the 7. _____ (amazing) of all the school competitions.

Lesson Title: Rhyme	Theme: Listening and Speaking
Practice Activity: PHL1-L100	Class: SSS 1



Learning Outcomes

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

1. Identify rhyme patterns.
2. Pronounce rhymes with speed and accuracy.
3. Correctly pronounce different words that rhyme.

Overview

The features of **rhyme** are as follows:

- Rhymes are words that sound the same at the end.
Example: bed – head – shed
- Rhymes are based on sounds, not spelling.
 - Two words that are spelled similarly might not rhyme.
Examples: most – cost; what – that
- Some words spelled very differently still rhyme.
Example: weigh – hay
- Words that rhyme generally use the same vowel sound.
- A multi-syllabic word can rhyme with a single-syllabic word, as long as the endings sound the same
Example: today – way

Word families are groups of words that have a common pattern. They have some of the same combinations of letters in them and a similar sound, as seen in the chart:

ack	ay	ick	ill	op	ot	ump	unk
attack	away	brick	bill	chop	blot	bump	bunk
back	day	chick	drill	cop	dot	clump	drunk
black	gray	kick	grill	crop	forgot	dump	chunk
crack	may	lick	ill	drop	hot	hump	junk
hack	okay	pick	pill	flop	knot	jump	plunk
pack	play	quick	still	hop	not	lump	sunk
sack	pray	sick	spill	mop	plot	pump	trunk
track	stay	thick	thrill	plop	rot	thump	
	they		will	pop	spot		
	today			prop	trot		
	way						

A rhyme scheme is the pattern words make in a poem.

The following example demonstrate how to determine rhyme scheme:

She gave me everything (A)
her heart could carry. (B)
For her, I had a ring, (A)
she was the one I would marry. (B)

Note that in the above example, the words 'everything' and 'ring' rhyme, so they are the 'A' in this pattern. 'Carry' and 'marry' rhyme, so they are the 'B' in this pattern. Therefore, the rhyme scheme is ABAB.

Now, look at the following example:

She gave me everything (A)
and for her I had a ring. (A)
Her heart I would carry, (B)
for she was the one I would marry. (B)

Now that the poem has been rearranged, the rhyme scheme has changed. It is now an AABB pattern.

Practice

Activity 1

Read the following word sets and identify which word in the group does not rhyme with the rest.

- a. heard, beard, bird, word
- b. dead, head, bead, bed
- c. fear, dear, here, there
- d. do, go, so, low

Activity 2

Read the following poem and answer the questions on it.

October Hills (adapted)¹

by John Rollin Ridge

I look upon the purple hills
That rise in steps to yonder peaks,
And all my soul their silence thrills
And to my heart their beauty speaks.

From far I feel their secret charm –
From far they shed their healing balm,
And lost to sense of grief or harm
I plunge within their pulseless calm.

1. What rhymes do you see in the first 4 lines?
2. What rhyme scheme do the first 4 lines have?
 - a. AABB
 - b. ABAB
 - c. ABBA
3. Does the poem continue this pattern throughout?
4. The word 'harm' rhymes with which of the following words?
 - a. barn
 - b. farm
 - c. darn
5. List at least 1 word that rhymes with the word 'speaks' that is not used in the poem.

¹'October Hills' by John Rollin Ridge (1858) is in the public domain.

Lesson Title: Vocabulary Development: Health	Theme: Reading
Practice Activity: PHL1-L101	Class: SSS 1



Learning Outcomes

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

1. Use general vocabulary associated with the field of health.
2. Use context clues and inference to determine the meaning of words in a text.

Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is **health**. Health is the condition of one's body and mind. If you have good health, you are without sickness or pain. When something is good for your health, we call it 'healthy', and if something is bad for your health, then it is 'unhealthy'.

When reading about health, try to remember new words that you have learnt to help build your vocabulary.

The following are some common health words:

Category	Health vocabulary
People at health institutions	doctor, nurse, midwife, matron, dispenser, porter, surgeon, dentist, pharmacist, patient, general practitioner
Types of sickness/conditions	epidemic, contagion, flu, aches, ill, sick, bruise, injury, infection, symptom, pain, fracture, heart attack, graze, cough, wound, blood pressure
Places	ward, clinic, theatre, laboratory, out-patient, cubicle, maternity ward
Verbs	prevent, cure, sanitise, inject, observe, diagnose
Things to use	syringe, thermometer, drip, bandage, plaster, stethoscope, drugs, medicine, pills

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Gabriel's Detour

Walking to school this morning, I stepped awkwardly off the curb and heard a 'snap!' Pain ran up my leg, and I knew immediately that I had broken it. As I fought back tears, I asked my friend to run back to my house to get my mother.

My mother came, and we immediately went to hospital. As we waited to be seen by a doctor, I became very worried that I would need to have **surgery**. I could not stand the thought of a doctor cutting into me.

I did not have to wait long. A nurse showed me to a private room, where she took my **blood pressure** with a big black cuff that squeezed my arm tight as it inflated. Next, she took her **stethoscope** to listen to my heart. I was a little confused. Didn't she know the problem was with my leg, not my heart?

My mother assured me that this was all part of a normal **examination**. The nurse gave me some pain **medicine** to help ease the ache in my leg and took me to get an **X-ray**. I was curious about how the machine worked and the nurse told me that a beam of **radiation** is used to photograph the inside of my body. I thought that was pretty amazing.

Soon the doctor came to put my broken leg in a **cast**. I did not require surgery after all! He told me that I would need to wear it for a few weeks and use **crutches** to walk. He said I did not need to worry; it would **heal** nicely and before I knew it, I would be playing football with my friends again.

Comprehension questions

1. When did Gabriel hurt himself?
2. Who took him to the hospital?
3. What examination did the nurse do?
4. What treatment did the nurse give him?
5. How do you think Gabriel handled the experience?

Activity 2

Match the words with their correct definitions.

Word

1. cast
2. stethoscope
3. midwife
4. first aid
5. paediatrician

Meaning

- a. treatment before accessing the hospital
- b. a person who helps a woman in labour
- c. a doctor for young children
- d. an instrument used to listen to heart or lungs
- e. a hard plaster to help heal broken bones

Lesson Title: Vocabulary Development: Health	Theme: Writing
Practice Activity: PHL1-L102	Class: SSS 1



Learning Outcomes

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

1. Use general vocabulary associated with the field of health.
2. Use context clues and inference to determine the meaning of vocabulary words in a text.
3. Complete a text using appropriate vocabulary.

Overview

The WASSCE English Language examination tests your understanding of general vocabulary. One of the areas tested is **health**. Vocabulary related to health includes: people at health institutions, types of sicknesses or conditions, materials used and body processes.

The following vocabulary relates to digestion:

- Small intestine: The long, narrow, upper part of the intestine in which food is digested after it leaves the stomach
- Large intestine: The end part of the intestine that is wider and shorter than the small intestine
- Oesophagus: The tube that leads from the mouth through the throat to the stomach
- Stomach: The organ in your body where food goes and begins to be digested after you swallow it
- Saliva: The liquid produced in your mouth that keeps your mouth moist and makes it easier to swallow food
- To absorb: To take in (something, such as a liquid) in a natural or gradual way
- Digestion: The process by which food is changed to a simpler form after it is eaten
- Waste: The solid and liquid substances that are produced by the body (faeces and urine)

Practice

Activity 1

Complete the following sentences using the words from the word bank.

Word Bank

large intestine	digestion	oesophagus
saliva	absorbs	waste

1. _____ is the first step in breaking down food for digestion.
2. The _____ connects the mouth to the stomach.
3. The small intestine _____ nutrients from food.
4. The _____ comes after the small intestine and right before the rectum.
5. The remaining food in the body is called _____ and it leaves the body as faeces.

Activity 2

Write a short paragraph of 3-5 sentences using the vocabulary from the lesson to describe the process of digestion. Include as many health-related words as possible.

Lesson Title: Reading Skills Development: Substitution of Words	Theme: Reading
Practice Activity: PHL1-L103	Class: SSS 1



Learning Outcomes

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

1. Read a text with fluency.
2. Substitute words in a text with synonyms or like words.
3. Demonstrate comprehension by substituting words in a text.

Overview

To substitute something means to replace 1 thing with another. We can **substitute words in a text** with synonyms.

Synonyms are words or phrases that have almost, if not completely, the same meaning. However, when substituting words, it is important to consider the context. When substituting, the new word or phrase should never change the meaning of the sentence.

Example:

- Sentence: My answer to the question was wrong.
- Incorrect substitution: My answer to the question was defective.
- Correct substitution: My answer to the question was not right.

Sometimes the structure of the sentence can or must change, rather than just replacing 1 word with another.

Example:

- I could tell my friend was **lying to** me.
- I could tell my friend was **not being honest with** me.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

The Talent Show

Doris and Marie were best friends. They were **inseparable**. They had lunch together, wore the same clothes and listened to the same music. Every day after school they walked home hand in hand, **giggling** about some secret joke.

The day the talent show was announced at school, everyone thought that Doris and Marie would surely enter together. That is why it was a great surprise to see their names listed separately on the sign-up sheet! After that they were **spotted** walking the halls alone, not **glancing** at one another.

It was found out that the girls had had a **fight** over the talent show. Marie was determined that they should dance, while Doris wanted to sing. Not being able to come to an agreement for the first time in their lives, they **decided** the only way to solve the problem was to go at it alone.

Their teacher, Mrs Jalloh, felt sad that something so small would **ruin** a friendship. She called the pair into her room.

'Doris and Marie', she said, 'There must be some way to solve this problem!'

'No', Marie said sadly, 'We just are not meant to be friends if we cannot agree on something so simple!'

Mrs Jalloh laughed **quietly** and said, 'Friendships must be made to withstand more than that! Have you thought about compromising?'

'No', said **Doris and Marie** quietly.

'Well, have you thought of singing *and* dancing in the talent show? You could come up with something where both your talents shine through', Mrs Jalloh suggested.

The 2 girls smiled brightly and then laughed, embarrassed at not having thought of that themselves. 'Thanks, Mrs Jalloh', they said together as they **clasped** hands and walked out of the room.

Comprehension questions

1. What meaning of 'talent' can you infer from the second-to-last paragraph?
2. Quote a sentence from the first paragraph that suggests being 'inseparable'.
3. What context clue in the first paragraph suggests the meaning of 'giggling'?
4. Write a word or phrase that is close in meaning to each of the following words and can replace it in the passage.
 - a. solve
 - b. surprise
 - c. brightly
 - d. embarrassed
 - e. withstand

Activity 2

Write at least 2 synonyms for each of the following words.

1. make
2. sleep
3. woman
4. strong
5. remarkable

Lesson Title: Reading Skills Development: Identifying Topic Sentences	Theme: Reading
Practice Activity: PHL1-L104	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of how to identify topic sentences.
2. Identify topic sentences in a given text.
3. Use topic sentences to help summarise a text.

Overview

A **topic sentence** is the sentence that contains the main idea of a paragraph or essay.

- It tells the readers what the rest of the paragraph is about.
- All sentences that follow give more information on the topic.

The features of a topic sentence are as follows:

- Mentions the topic
- Contains the main idea of the paragraph
- Contains a controlling idea to move the essay in a specific direction
- In the case of the introductory paragraph, sets the tone of the entire essay

Every topic sentence will have a topic and a controlling idea. The **controlling idea** shows the direction the article or essay will take.

The following list offers examples of topic sentences and controlling ideas:

- There are many reasons why pollution in Delhi is the worst in the world.
 - The topic is 'Pollution in Delhi is the worst in the world', and the controlling idea is 'many reasons'.
- Being a great leader requires certain characteristics.
 - The topic is 'being a great leader' and the controlling idea is 'certain characteristics'.
- Cooking requires many different skills.
 - The topic is 'cooking' and the controlling idea is 'many different skills'.
- Graduating from secondary school is important for a variety of reasons.
 - The topic is 'graduating from secondary school' and the controlling idea is 'for a variety of reasons'.
- Having a first child is difficult because of the big changes that occur in your life.
 - The topic is 'having a first child' and the controlling idea is 'because of the big changes that occur in your life'.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Honey Bee Decline Spreading Globally¹

Saturday, 12th March 2011

Scientists working for the United Nations Environment Programme (UNEP) reported Thursday that the collapse of honey bee colonies is becoming a worldwide problem that will continue unless humans work to restore habitats for bees. The insects are necessary for pollinating crops. The report also calls for big changes in how humans manage the planet.

The decline in bee colonies is now seen in many countries, including the United States. According to the US Department of Agriculture, there were 5.5 million colonies of honey bees in 1950 and only 2.5 million in 2007. Changes in rural areas during the past 50 years have contributed to the decline of wild bees. Additional factors include the decline in flowering plants, the use of harmful chemicals and the increase in air pollution.

According to the UNEP report, of the 100 crop species that supply 90 percent of the world's food, bees pollinate more than 70 percent. The world's growing population means more bees are needed to pollinate crops in order to feed more people. The director of the UNEP, Achim Steiner said, 'Bees underline the reality that we are more, not less, dependent on nature's services in a world of close to 7 billion people'.

The report recommends incentives for farmers and landowners to restore habitats that are friendly to bees.

Comprehension questions

1. What is the 'worldwide problem' about bees implied in the first paragraph?
2. According to the passage, what factors have contributed to the decline of wild bees?
3. What value does the mention of 'scientists working for UNEP' add to the main topic sentence?
4. What information in the second paragraph supports the topic sentence: 'The decline in bee colonies is now seen in many countries, including the United States'?
5. How does the 'call for big changes' in the first paragraph relate to the last sentence of the entire passage?

Activity 2

Identify whether the following statements are true or false.

1. The topic sentence is identified by its location in the paragraph.
2. The explanations that support an idea, not the idea itself, make up the topic sentence.
3. The topic sentence carries the main idea, and other sentences support it.
4. Examples, comparisons and statistics are examples of support for a topic sentence.
5. It is not possible to illustrate a main idea before stating it.

¹Adapted from: Honey bee decline spreading globally. March 12, 2011. In *Wikinews*. Retrieved October 26, 2017, from https://en.wikinews.org/wiki/Honey_bee_decline_spreading_globally

Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing
Practice Activity: PHL1-L105	Class: SSS 1



Learning Outcomes

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

1. Identify the elements of a well-structured paragraph.
2. Identify the features of a 5-paragraph essay.
3. Develop appropriate topic sentences.
4. Write relevant and interesting titles.

Overview

A **5-paragraph essay** should contain the following:

- An introductory paragraph, 3 body paragraphs and a concluding paragraph
- Well-developed ideas
- Appropriate vocabulary
- Well-developed topic sentences and supporting sentences
- A clear answer to the essay topic or question
- A relevant and interesting title

The features of a good **paragraph** are as follows:

- Usually 3 to 5 sentences long
- Has a topic sentence, supporting sentences and a concluding sentence
- Connects well with the previous and next paragraph

The features of a good **topic sentence** are as follows:

- Mentions the topic
- Contains the main idea of the paragraph
- Contains a main idea to move the essay in a specific direction

The features of a good **essay title** are as follows:

- Identifies the subject
- Establishes the tone of the essay and type of essay (persuasive, expository, narrative, descriptive)
- Is specific

Practice

Activity 1

Read the following 5-paragraph essay outline and answer the comprehension questions.

Introduction

Essay topic: Education is important

Topic sentence: Education is an important tool for success in the world.

Body paragraph #1

Main idea: It leads to better jobs.

Example: If you have more education, employers are more likely to hire you.

Body paragraph #2

Main idea: It reduces poverty.

Example: Educated people are more likely to be entrepreneurs, which creates more jobs for others.

Body paragraph #3

Main idea: Educated people live longer.

Example: Educated people are informed about healthy habits such as eating well and exercising regularly.

Conclusion

Topic sentence: Furthering one's education may not be easy, but the benefits outweigh the costs.

Comprehension questions

1. How many body paragraphs should a 5-paragraph essay contain?
2. What should a topic sentence include?
3. True or False: Every paragraph should have a topic sentence.
4. True or False: A good paragraph should connect well with the previous paragraph and the following paragraph.
5. What is the purpose of the concluding paragraph?
6. Write a topic sentence taking the opposite position from the one in the example outline.

Activity 2

Write a topic sentence for the following essay topics.

1. Should teenagers be allowed to vote?
2. Why should tertiary education be free for all students?
3. Saving money

Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing
Practice Activity: PHL1-T3-W27-L106	Class: SSS 1



Learning Outcomes

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

1. Identify the elements of a well-structured paragraph.
2. Identify the features of a 5-paragraph essay.
3. Develop appropriate topic sentences.
4. Write relevant and interesting titles.

Overview

A **5-paragraph essay** introduces the topic in the introduction, develops the supporting ideas and/or arguments in 3 body paragraphs and summarises the topic and supporting ideas in a conclusion. A good essay answers the essay topic or question in simple, clear language. It has well-developed ideas and is written carefully to avoid errors in spelling, grammar and punctuation.

Each **paragraph** should be 3 to 5 sentences long and include a topic sentence, supporting sentences and a concluding sentence. Each paragraph should develop the topic of the essay.

The features of a good **topic sentence** are as follows:

- Mentions the topic
- Introduces a main idea
- Sets the tone of the paragraph
- In the case of the opening paragraph, sets the tone of the entire essay

The features of a good **supporting sentence** are as follows:

- Gives the paragraph a purpose
- Explains why the topic sentence is meaningful
- Uses facts, statistics, details, examples, stories, quotes or paraphrased material
- The type of supporting sentence depends on the type of essay; for example, a persuasive essay may use statistics, while a descriptive essay uses stories
- Works alongside other supporting sentences

Practice

Activity 1

Use the outline to plan and develop your essay on the topic: 'Bullying in schools'.

Introduction

Introduce the topic of the essay and the 3 ideas that you will develop in the body paragraphs.

Topic sentence:

Body paragraph #1

Main idea:

Topic sentence:

Body paragraph #2

Main idea:

Topic sentence:

Body paragraph #3

Main idea:

Topic sentence:

Conclusion

Restate your topic sentence and 3 main ideas from the introduction in a different way.

Topic sentence:

Activity 2

1. Write a 200- to 250-word essay on the topic: 'Bullying in schools', based on the outline you developed.
2. Check your essay to see if you have included the following:
 - Does your essay have an introductory paragraph, 3 body paragraphs and a conclusion paragraph?
 - Do the 3 paragraphs each have their own main ideas and topic sentence?
 - Does your conclusion paragraph restate the topic sentence and 3 main ideas in a different way?
 - Is your essay free of spelling errors and grammatical errors?

Lesson Title: Reading Comprehension – Descriptive Essay	Theme: Reading
Practice Activity: PHL1-L107	Class: SSS 1



Learning Outcomes

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

1. Identify the features of a descriptive essay.
2. Identify the topic sentence of a paragraph.
3. Read a text with fluency.
4. Summarise a text in your own words.
5. Infer meaning from a text.
6. Answer questions on a text.

Overview

The features of a **descriptive essay** are as follows:

- Describes a person, an event, an experience or an idea
- Uses descriptive vocabulary to paint a picture in the reader’s mind
- Includes a variety of details about what is being described
- Engages the reader’s 5 senses
- Employs literary devices and figurative language

The following 2 paragraphs show the difference between a basic paragraph with no descriptive language and 1 with descriptive language:

Paragraph 1: Janice walked into the party and smelled something good. Decorations hung from the ceiling. People in party clothes stood near the host, smiling.

Paragraph 2: Janice walked into the party and the smell of buttered popcorn exploded around her. Big, shiny decorations hung from the ceiling, making the room festive. People in brightly coloured party clothes circled the host with smiles painted on their faces.

Practice

Activity 1

Read the descriptive essay and answer the comprehension questions on it.

Hide and Seek: Part 1

I could no longer see my friend. Marai had hidden somewhere in the green and lush overgrown trees. I sat listening closely for any sign of where she might be. A snapped twig or a bird taking flight, but I heard nothing but the whisper of leaves.

Marai and I had come to this spot many times before to play hide and seek. It was a favourite game of ours made even more fun in a somewhat spooky forest. We would

take a detour on our walk home from school and play for 30 minutes. We always arrived home in plenty of time to keep our parents from wondering where we were.

However, something felt different today. There was a chill settling into my skin. Maybe the temperature was dropping, or maybe I was feeling anxious because I had not yet found Marai. Usually I found her within minutes, but today I had been searching for a while and still could not find her.

The forest darkened, as if a blanket had been thrown over the treetops. The wind picked up, howling into my ears. I heard the distant growl of thunder. I felt my heart start to beat faster as I called out, 'Okay, Marai, I give up! Come out, come out, wherever you are!'

Marai did not appear and the forest fell eerily quiet. I heard a twig snap and thought to myself, 'Finally, there she is!' and ran toward the sound. But Marai was not there. Starting to feel a little afraid, I yelled, 'Marai, this is not funny anymore! We are going to be in so much trouble if we get home late!'

I ran further and further into the dense forest. Twigs and bushes scraped my legs as I ran. Finally, I came to a small creek I had never seen before. Now, feeling truly lost and alone, I sat down on the damp forest floor and began to cry.

Comprehension questions

1. Identify examples of descriptive language used to describe the forest.
2. What does the writer mean by 'eerily quiet'?
3. The expression 'the whisper of leaves' appeals to what sense?
4. What negative inference can you make about the forest?
5. Summarise the text in a sentence.

Activity 2

Identify whether the following statements are true or false.

1. A descriptive essay describes only objects and people but not experiences.
2. Figurative language is of no use in a descriptive essay.
3. Appealing to the senses of the reader helps make a description vivid.
4. Rhyme and intonation are examples of descriptive language.
5. Adjectives and adverbs are important tools for a description.

Lesson Title: Reading Comprehension – Descriptive Essay	Theme: Reading
Practice Activity: PHL1-L108	Class: SSS 1



Learning Outcomes

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

1. Identify the features of a descriptive essay.
2. Identify the topic sentence of a paragraph.
3. Read a text with fluency.
4. Summarise a text in your own words.
5. Infer meaning from a text.
6. Answer questions on a text.

Overview

A **descriptive essay** describes a person, an event, an experience or an idea. It uses descriptive language to paint a picture in the reader's mind.

The following are examples of descriptive language:

- Similes draw comparisons using the words 'like' or 'as'.
Examples:
 - The gourd was as big as a cat.
 - Her smile shone like the sun.
- Metaphors make comparisons without the use of 'like' or 'as'.
Examples:
 - The classroom was a zoo.
 - He is a walking dictionary.
- Personification gives human traits to something that is not human.
Examples:
 - The tree waved at us in the breeze.
 - The cow smiled lazily.
- The 5 senses allow readers to feel like they are experiencing the scene.
Examples:
 - I felt the ground crunch beneath my feet.
 - The sound of birds chirping filled the air.

Practice

Activity 1

Read the descriptive essay and answer the comprehension questions on it.

Hide and Seek: Part 2

The rain started falling softly to match my mood. The forest grew darker by the minute. It smelled like wet earth. I took a deep breath and realised that I must keep my wits about me or I would be spending the night alone in this creepy forest.

Standing up, I started to walk away from the creek, back the way I had come. As if to encourage my efforts, the rain stopped falling. I saw the sun peek out from behind the clouds. The sun was getting lower in the sky, heading toward sunset. 'The sun sets in the west', I thought to myself. 'And my house is west of the forest'. I thought, 'If I follow the setting sun, surely, I will find my way out!'

Excited now, I started moving faster through the forest. I was moving so fast, in fact, that I nearly tripped over Marai.

'Marai!' I exclaimed, 'What are you doing here? I thought you would have gone home!'

'No, I got lost and didn't know what to do! I'm so happy you found me! Let's get out of here.'

I smiled in agreement as I grabbed Marai's hand. Suddenly, the forest did not feel nearly as scary as it had before. We finally broke free of the trees to the familiar meadow in front of us. The sun seemed to wrap us in a warm hug. Marai and I ran all the way home, agreeing that next time we would play hide and seek at home instead.

Comprehension questions

1. Why is 'I ... realised that I must keep my wits about me' significant in the text?
2. State 1 similarity between the experiences of the 2 girls.
3. State a key difference between the 2 girls at the time they meet one another.
4. Identify 2 examples of personification in the text.

Activity 2

Match the descriptive sentence with the sense connected to it.

Sentence	Sense
1. The blaring music made it nearly impossible to have a conversation.	a. taste
2. She caressed the luxurious silk with her fingertips.	b. hearing
3. A million scents assailed my nostrils when I entered the perfumery.	c. touch
4. We could not believe it – the city was a beehive of activity with millions of people engaged in all sorts of activities.	d. sight
5. Wow! The juice was beyond delicious; it was as if fresh oranges were exploding in my mouth.	e. smell

Lesson Title: Descriptive Essay	Theme: Writing
Practice Activity: PHL1-L109	Class: SSS 1



Learning Outcomes

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

1. Identify the features of a descriptive essay.
2. Identify different topics of descriptive essays.
3. Use an outline to draft a 5-paragraph descriptive essay.

Overview

A **descriptive essay** paints a picture in the reader's mind. One of the best ways to do this is to engage the reader's 5 senses so that they can imagine the sights, smells, tastes, sensations and sounds you are describing.

The features of a descriptive essay are as follows:

- Describes someone, something, an event, an experience or an idea
- Uses descriptive vocabulary to paint a picture in the reader's mind
- Includes a variety of details about what is being described
- Engages the reader's 5 senses
- Uses literary devices and figurative language

When writing a descriptive essay, it is important that you 'show' the reader what you are describing and do not just 'tell' them.

Examples:

- I felt hungry.
- My stomach growled and reminded me that I had not eaten since breakfast.

In the first sentence, the writer 'tells' the reader that her or she is hungry. In the second sentence, the writer describes how they feel to 'show' the reader that he or she is hungry.

Practice

Activity 1

1. Use the following outline to plan your essay if you did not complete it in class.

Topic (What are you writing about?) _____

Descriptive words:

See	Hear	Taste	Touch	Smell

Details to include:

2. Ask yourself the following self-check questions to make sure that you have completed the outline correctly.
 - Have you written descriptive words for all of the 5 senses?
 - Have you included important details? Is your description specific – not too general?
 - Have you added descriptive words to make your main ideas come alive to the reader?

Activity 2

Write a sentence for each of the 5 senses that includes figurative language and identify the type of figurative language you used.

Lesson Title: Descriptive Essay	Theme: Writing
Practice Activity: PHL1-L110	Class: SSS 1



Learning Outcomes

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

1. Write an essay demonstrating correct usage of the features of an essay.
2. Draft an essay relevant to the topic with well-organised ideas.
3. Use appropriate and relevant vocabulary when writing.
4. Write an essay with correct grammar and spelling.

Overview

A **descriptive essay** describes someone, something, an event, an experience or an idea. It engages the 5 senses to paint a picture in the reader's mind of what is being described. It includes a variety of details about what is being described and uses literary devices and figurative language to bring the subject of the essay to life.

When writing a descriptive essay, you should use interesting vocabulary and descriptions. Try to include specific details; you do not want your essay to be too general.

Practice

Activity 1

1. Use the following outline to help organise your descriptive essay into a 5-paragraph format.

Introduction

Introduce the topic of the essay and the 3 ideas that you will develop in the body paragraphs.

Topic sentence:

Body paragraph #1

Main idea:

Topic sentence:

Body paragraph #2

Main idea:

Topic sentence:

Body paragraph #3

Main idea:

Topic sentence:

Conclusion

Restate your topic sentence and 3 main ideas from the introduction in a different way.

2. Go through the following list of questions to make sure that you have completed the outline correctly.
 - What are the 3 main ideas you want to include in the body paragraphs?
 - Do the 3 main ideas relate to your topic? Do they have clear topic sentences?
 - Does your conclusion sum up the 3 main ideas and include the topic?

Activity 2

1. Use the descriptive essay outline from the previous lesson and the 5-paragraph essay outline above to develop a 5-paragraph essay on the topic: 'My favourite place'.
2. Read the following questions to make sure that you have completed the essay correctly.
 - Does your essay have an interesting title?
 - Is your essay organised with an introduction, 3 body paragraphs and a conclusion?
 - Do your topic sentences discuss the main idea of the paragraph and connect to the main idea of the essay?
 - Does each paragraph focus on 1 part of your description?
 - Do you use descriptive language to engage each of the 5 senses?
 - Have you included examples of figurative language?

Lesson Title: Types of Adjectives – Demonstrative, Interrogative	Theme: Grammar
Practice Activity: PHL1-L111	Class: SSS 1



Learning Outcomes

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

1. Define different types of adjectives and demonstrate understanding of their function in a sentence.
2. Identify different types of adjectives in a sentence.
3. Write sentences using different types of adjectives correctly.

Overview

A **demonstrative adjective** is a type of adjective that shows which noun is being referred to:

- ‘Those’ is the demonstrative.
- ‘Shoes’ is the noun being referred to.

Features of demonstrative adjectives are as follows:

- There are 4 demonstrative adjectives: this, that, these and those.
- Demonstratives differ according to:
 - Distance: near or far
 - Number: singular or plural
- ‘This’ refers to singular nouns that are near to the speaker.
- ‘That’ refers to singular nouns that are far from the speaker.
- ‘These’ refers to plural nouns that are near to the speaker.
- ‘Those’ refers to plural nouns that are far from the speaker.

It is important not to confuse demonstrative adjectives with demonstrative pronouns:

- A demonstrative adjective modifies a noun.
 - I did not enjoy **that** book. – ‘that’ modifies book
 - I like **this** coat better. – ‘this’ modifies coat
- A demonstrative pronoun stands on its own, replacing rather than modifying a noun.

Examples:

- **This** is good. – ‘This’ replaces a noun; it does not modify it.
- **Those** belong to me. – ‘Those’ replaces a noun; it does not modify it.

Interrogative adjectives modify nouns and also ask a question using ‘which’, ‘what’ or ‘whose’:

Example:

- Whose tickets did they give us?
 - The interrogative adjective is ‘Whose’.
 - ‘Tickets’ is the noun being modified.

Just as with demonstrative adjectives, it is important not to confuse interrogative adjectives with interrogative pronouns:

- Which is greater?
 - This is an interrogative pronoun. It does not modify a noun; it stands alone.
- Which apartment will they give us?
 - This is an interrogative adjective. 'Which' modifies the noun 'apartment'.

Practice

Activity 1

Identify whether the words in **bold** in the following sentences are adjectives or pronouns, and whether they are interrogative or demonstrative.

1. **Whose** pen did he use?
2. **Those** are not durable.
3. May I send **this** to Freetown?
4. **What** are you making?
5. **That** disease must be prevented.
6. **Whose** did you recommend?
7. **This** road is the only road to follow.
8. **Which** movie do they prefer?
9. **Those** mistakes can be quite dangerous.
10. **Which** box contains the milk jar?

Activity 2

Fill in the blanks in the following sentences with the correct demonstrative and interrogative adjectives.

1. _____ book over there is ours, but _____ pencils did you put into the small bag?
They are not ours.
2. _____ plastic files in the far corner of the room should not be placed in the same container as _____ brush here.
3. To _____ particular shop do we have to supply _____ items here on my desk?
4. _____ action can you take in case _____ precious jewel on the other side of that cupboard gets stolen?
5. I am not sure _____ of my possessions can replace _____ diamond ring, which I have kept hidden in the next room.

Activity 3

In each sentence, identify the demonstrative and interrogative adjective and name the noun each modifies.

1. What illegal actions are you taking here?
2. Which expensive drug should she buy to cure the infection?
3. That same interesting book was prescribed for our class.
4. Whose 'Further Mathematics' textbook did you recommend?
5. Those explanations are correct but are too wordy.

Lesson Title: Types of Adjectives – Quantitative, Distributive	Theme: Grammar
Practice Activity: PHL1-L112	Class: SSS 1



Learning Outcomes

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

1. Define different types of adjectives and demonstrate understanding of their function in a sentence.
2. Identify different types of adjectives in a sentence.
3. Write sentences using different types of adjectives correctly.

Overview

Quantitative adjectives are adjectives that show quantity, or how much. They are classified into 2 groups:

- Definite – indicate an exact amount
Examples:
 - one, twelfth, thirty-first, fourteenth, sixty, third
 - The teacher spoke to 2 pupils after class. – ‘2’ is the definite quantitative adjective. We know exactly how many.
- Indefinite – do not indicate an exact amount
Examples:
 - all, any, few, many, much, several, some
 - I ate some rice. – ‘Some’ is the indefinite quantitative adjective. We do not know exactly how much.

Distributive adjectives are adjectives that are used to refer to members of a group as individuals. They are usually used with singular nouns.

Example:

- The group was happy with its team ranking.
 - The sentence does not specify whether all the group’s members were happy.
- Each member of the group was happy with its ranking.
 - The sentence refers to the individual members of the group.

There are 4 distributive adjectives: each, every, either and neither. Here is how they are used:

- ‘Each’ is used to show that a condition applies to all of the individual members of a group.
Examples:
 - Each book in the series got great reviews.
 - Each of the students received an award.
- In most cases, ‘every’ and ‘each’ are interchangeable, but sometimes they require different constructions (see second example).

Examples:

- Every book in the series got great reviews.
- Every student received an award.
- 'Either' implies 1 or the other of 2 options.

Example:

- Either of these movies would be interesting to me.
- Either girl would be able to solve the problem.
- 'Neither' implies none of 2 options.

Examples:

- Neither option for lunch sounds good to me.
- Neither player is available to join the team for the match.

Practice

Activity 1

Identify whether the words in **bold** in the following sentences are distributive, definite or indefinite adjectives.

1. **Neither** candidate scored well on the examination.
2. The library loaned **ninety** books last week.
3. **Every** entry should be done carefully.
4. **Either** John or Simbo should run to the hospital.
5. There are **some** tablets in the bottle.
6. Bring in **any** amount you find.
7. Collect **all** the garbage in the classroom.
8. There were **few** spectators at the match.

Activity 2

Fill in the blanks in the following sentences with the correct adjective from the multiple-choice options given.

1. _____ suspect should be allowed into the treasury.
a. every b. enough c. neither d. all
2. _____ men worked at the building site for a day.
a. thirty-three b. either c. every d. each
3. We took _____ money for the journey.
a. either b. many c. few d. enough
4. Ask _____ James or Safiatu to give this box to the teacher.
a. neither b. either c. both d. one
5. Provide _____ girl in the class with the appropriate manual for her own experiment and leave no one out.
a. each b. some c. neither d. all

Activity 3

In each sentence, identify the types of adjectives (indefinite quantitative, definite quantitative, distributive) and name the noun each modifies.

1. The eighth girl improved her performance.
2. The whole farm belongs to the chief.
3. Every candidate is qualified for the appointment.
4. Neither shop opens on Sunday.
5. All women have the same rights as men.

Lesson Title: Comprehending a Listening Passage – Dialogue	Theme: Listening
Practice Activity: PHL1-L113	Class: SSS 1



Learning Outcomes

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

1. Answer comprehension questions on a passage.
2. Summarise a listening text in own words.
3. Use context clues to infer meaning of new words.

Overview

A **dialogue** is a conversation between 2 or more people. It is a common feature of a book, play or movie. Dialogues are fun and interesting to listen to. Because they are conversations, they are usually informal and include informal language like slang and contractions.

When you listen to a dialogue make sure you take note of who the different speakers are so that you can easily follow along.

Practice

Activity 1

Practise reading the dialogue aloud and answer the comprehension questions.

Making a New Friend

- Doris: Is the bus running late again?
- Fatmata: Yes! It's already 5 minutes past due!
- Doris: Well, at least it is a sunny day. Hey, I really like your shoes! Where did you get them?
- Fatmata: My mother found them for me at the market. She knows I love the colour purple.
- Doris: Me too. It's my favourite. What is your name?
- Fatmata: I'm Fatmata. What is yours?
- Doris: Doris. It's nice to meet you. I have not seen you around school before. Are you new?
- Fatmata: I just moved here from upcountry. To be honest, I am feeling a little nervous. I do not know anyone here and I worry I will not be able to find my class.
- Doris: Well, now you know me! You will like our school. We

have many teams and clubs to join. Most pupils are very nice and welcoming. Do not worry, I will help you find your class.

Fatmata: That makes me feel better, thank you. I am a little homesick for my friends.

Doris: I am sorry to hear that. I will show you to the computer lab after school, where you can e-mail your friends to keep in touch.

Fatmata: Wow! You are too kind. I am starting to think that if everyone here is like you, life will be good. I have not even gotten on the bus yet, and I have already made a friend.

Doris: I am happy to call you my newest friend. Here is the bus! Let's go!

Comprehension questions

1. What is a dialogue?
2. When is a dialogue most often used?
3. Where did Fatmata move from?
4. Why is Fatmata feeling nervous?
5. How does Doris help Fatmata? What kind of a person is Doris?

Activity 2

Write 4-6 more lines of dialogue for Doris and Fatmata. This part of the dialogue should take place when they arrive at school.

Lesson Title: Order of Adjectives	Theme: Grammar
Practice Activity: PHL1-L114	Class: SSS 1



Learning Outcomes

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

1. Define different types of adjectives and demonstrate understanding of their function in a sentence.
2. Identify the correct number of adjectives in a sentence.
3. Order adjectives correctly in a sentence.

Overview

The most common type of adjectives is **descriptive adjectives**, which are simply words that help to describe nouns. They can be colours, sizes, numbers or other words that describe. They are also called attributive adjectives of quality.

Other types of adjectives are as follows:

- **Demonstrative adjectives** show which noun is being referred to using ‘this’, ‘that’, ‘these’, ‘those’.
Examples:
 - I love that new dress.
 - Who are those people?
- **Interrogative adjectives** ask questions using ‘whose’, ‘what’ ‘which’.
Examples:
 - What bank do you use?
 - Which company do you invest in?
- **Quantitative adjectives** show the quantity of something using words like ‘all’, ‘any’, ‘one’, ‘both’. They can be definite or indefinite.
Examples:
 - Indefinite – Some people do not like movies.
 - Definite – Two pupils were held after class.
- **Distributive adjectives** refer to members of a group individually using ‘each’, ‘every’, ‘either’, ‘neither’.
Examples:
 - Neither of the 2 options appeals to me.
 - Each athlete on the team trains hard.

There is an **order of adjectives** that sounds natural to a native speaker. Adjectives that describe opinions, or attitudes, usually come first. More neutral, factual ones (example: blue) come later. Note that determiners, adverbs and quantitative adjectives always come before any others.

The table below shows the order of adjectives:

Order	Relating to	Examples
first	opinion	charming, beautiful, ugly
second	size	tall, short, big
third	physical quality	thin, untidy, rough
fourth	shape	round, square, rectangular
fifth	age	old, young, youthful
sixth	colour	red, blue, green
seventh	origin	Kenyan, Chinese, American, local
eighth	material	metal, wood, plastic

Here are some examples of how to use adjectives in the correct order:

- A charming, short, thin, young, brown, Kenyan boy came by the shop.
- That beautiful, tall, unfinished, rectangular, old, black, Liberian granite sculpture is at the museum now.

Practice

Activity 1

Identify whether the following statements are true or false.

1. 'These' is an interrogative adjective, but 'what' and 'whose' are descriptive.
2. Quantitative adjectives refer to the number, whereas distributive adjectives refer to members of groups.
3. It is grammatically correct to use more than 3 adjectives to describe 1 noun.
4. When we use several adjectives in a series, we can use any order we choose.
5. The words 'either', 'neither', 'each', and 'every' are all distributive adjectives.

Activity 2

Place the adjectives in brackets in their correct order to complete the sentences.

1. (admirable, five, African) scholars attended the graduation party.
2. We bought a (leather, red, Japanese, large) ball for very little money.
3. The tourists had (long, one, fearful) journey before they arrived.
4. You can use the (glass, Nigerian, new, beautiful) plates to serve the food.
5. The appointment was given to the (tall, white, American) man.

Activity 3

Write 5 sentences of your own using at least 3 adjectives in the correct order in each of your sentences.

Lesson Title: Types of Adjectives – Possessive	Theme: Grammar
Practice Activity: PHL1-L115	Class: SSS 1



Learning Outcomes

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

1. Define different types of adjectives and demonstrate understanding of their function in a sentence.
2. Identify different types of adjectives in a sentence.
3. Write sentences using different types of adjectives correctly.

Overview

A **possessive adjective** modifies a noun or a pronoun to show who (or what) owns something. It appears before the noun it modifies. Possessive adjectives do not use apostrophes.

The possessive adjectives are: my, your, his, her, its, our, your, their

Examples:

- I will get **my** shirt off the line.
 - 'My' modifies the noun 'shirt'.
- Is this **your** book?
 - 'Your' modifies the noun 'book'.
- Shanai loves **her** shoes.
 - 'Her' modifies the noun 'shoes'.
- The snake sheds **its** skin.
 - 'Its' modifies the noun 'skin'.

Possessive pronouns and possessive adjectives are often confused. They both show ownership. But possessive pronouns replace nouns in a sentence whereas possessive adjectives modify nouns in a sentence.

The following table shows the personal pronouns and their possessive forms:

Personal Pronouns	Possessive Forms	
	Possessive Adjectives	Possessive Pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

Practice

Activity 1

Identify whether the following statements are true or false.

1. Possessive adjectives describe nouns to show ownership of something.
2. Possessive adjectives and pronouns actually have no words in common.
3. The correct possessive adjective is 'it's length' and not 'its length'.
4. Possessive adjectives are usually placed just after the nouns they modify.
5. Possessive adjectives can meaningfully replace nouns.

Activity 2

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

1. This is (mine, your) _____ pen but that is (our, hers) _____.
2. They took away (my, me) _____ box so I used (his, he) _____.
3. The man mentioned (ours, we) _____ but did not talk about (their, theirs) _____.
4. The robot completed (its, it's) _____ portion but left out (your, yours) _____.
5. Adam paid (his, she) _____ but Jane did not pay (her, hers) _____ debt.

Activity 3

Write a sentence for each of the personal pronouns that includes a possessive adjective.

Lesson Title: Types of Sentences – Simple, Complex, Compound	Theme: Grammar
Practice Activity: PHL1-L116	Class: SSS 1



Learning Outcomes

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

1. Identify different types of sentences.
2. Combine simple sentences to create compound and complex sentences.

Overview

In order to make our writing interesting, it is important to include a variety of different sentences.

A **simple sentence** contains a subject and a verb. It expresses a complete thought.

Examples:

- Joshua waited for the bus.
 - 'Joshua' is the subject; 'waited' is the verb.
- The bus was late.
 - 'The bus' is the subject; 'was' is the verb.
- Audu and Mary took the bus.
 - 'Audu and Mary' are a compound subject; took; is the verb.

A **compound sentence** is a sentence made up of 2 or more independent clauses.

An **independent clause** is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought. The 2 independent clauses (essentially simple sentences) are connected to one another with a **coordinating conjunction**: for, and, nor, but, or, yet, so.

Examples:

- Audu and Mary went back to Nigeria, so I did not see them.
- They ran to school, but the children were late.

A **complex sentence** is made up of an independent clause with one or more dependent clauses connected to it. A **dependent clause** either lacks a subject or a verb or has both a subject and a verb but does not express a complete thought.

Examples of dependent clauses:

- because Audu and Mary went back to Nigeria
- although they ran to school

Dependent clauses begin with **subordinating conjunctions**. Some common subordinating conjunctions include: after, although, as, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while.

Dependent clauses can go at the beginning of a sentence:

Examples:

- Because Audu and Mary went back to Nigeria, I did not see them.
- Although they ran to school, the children were late.

If they go at the beginning of a sentence, a comma must separate the dependent clause from the independent clause.

Dependent clauses can also go at the end of a sentence:

Examples:

- I did not see them because Audu and Mary went back to Nigeria.
- The children were late although they ran to school.

Practice

Activity 1

Identify whether the following statements are true or false.

1. Two simple sentences joined together make a compound sentence.
2. 'When', 'which', and 'because' are not subordinating conjunctions.
3. 'And', 'so', 'but', 'for' and 'neither', are all coordinating conjunctions.
4. A complex sentence must have no subordinate clause.
5. A simple sentence has at minimum a subject and a verb.

Activity 2

Identify whether the following sentence are simple, compound or complex.

1. Narsu and Augusta went to the doctor.
2. We all arrived on schedule, but the inspector did not attend and we left in disappointment.
3. I bought my tickets and Julian bought his.
4. Although Mr Lahai had all the keys, he was unable to open the gate.
5. We bought our goods at the supermarket, so we paid far less for each item.

Activity 3

Write 3 examples of each type of sentence: simple, compound, complex.

Lesson Title: Present Perfect	Theme: Grammar
Practice Activity: PHL1-L117	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of when and how to use the present perfect tense.
2. Identify the present perfect in sentences.
3. Use the present perfect correctly in speech and in writing.
4. Use the present perfect in the negative, avoiding double negatives.
5. Use the present perfect to ask and answer questions.

Overview

The **present perfect tense** connects an action that began in the past to the present moment in time.

The present perfect is used in the following instances:

- An action or situation that started in the past and continues in the present
Example: She has lived in Freetown since January.
 - She still lives there.
- An action performed during a period of time that has not finished yet
Example: We have been to the market every day this month.
 - The month is not over yet.
- A repeated action in an unspecified period between the past and now
Example: They have been to the dentist many times.
- An action that was completed in the very recent past
Example: He has just finished his homework.
 - The word 'just' is used to show that something happened in the very recent past.
- An action when the time is not important
Example: The pupils have studied fractions.
 - When they studied them is not important; what is important is that they studied fractions at some time in the past.

Form the present perfect as follows:

- The present perfect tense is written as: subject + 'have/has' + past participle
- The past participle of regular verbs is formed by adding '-ed' to the base form of the verb.
Examples:
 - play – played
 - visit – visited
 - receive – received
- However, the past participles of irregular verbs have special forms and must be memorised.

Examples:

- be – been
- go – gone
- think – thought

The use of an adverbial time marker can help you to determine when an action is present perfect.

Examples:

- Last month, I visited my grandmother twice. This month, I have only visited her once.
 - Last month is finished; this month is not.
- I had 1 cup of tea yesterday. I have had 2 cups of tea today.
 - Yesterday is finished; today is not.
- I have spoken to John this week. Last week I did not speak to him at all.
 - Last week is finished; this week is not.

Form the present perfect negative as follows: subject + have/has + not + past participle.

Examples:

- I got money from the bank earlier this week, but I **have not gotten** any money from the bank today.
- I **have not eaten** breakfast yet.

When using the negative, you must avoid double negatives. Double negatives are 2 negatives in the same clause or sentence.

Examples:

- I have not gotten no money from the bank today.
- I have not eaten no breakfast yet.

Form questions in the present perfect tense as follows: 'Have/has' + subject + past participle + '?'

Examples:

- **Have you studied** French before?
- For how long **have you worked** at the bank?

Practice

Activity 1

Fill in the blanks in the following sentences with an appropriate verb in the present perfect tense.

1. John _____ the book.
2. _____ she _____ the oven?
3. He _____ French for 3 years.
4. _____ you _____ the experiment?

5. The boys _____ another garden yet.
6. _____ they _____ a new net?
7. The manager _____ the issue.
8. We _____ not _____ the present perfect continuous tense.
9. 'I hope you _____ for the examination', the teacher said.
10. They _____ not _____ their father since school holidays.

Activity 2

Improve the following sentences by removing the double negative.

1. I have not done no assignment this week.
2. Neither Musu nor Mambu has not sent the application letter.
3. We have not done no unhealthy exercise.
4. He has not barely completed the building.
5. Gbessay has not repaired none of the machines.

Activity 3

Write 3 sentences for each of the following in the present perfect tense: positive statement, negative statement, question.

Lesson Title: Present Perfect Tense (with ever, never, already, yet)	Theme: Grammar
Practice Activity: PHL1-L118	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of when and how to use the present perfect tense.
2. Identify the present perfect in sentences.
3. Use the present perfect correctly with 'ever, never, already, yet' in speech and writing.

Overview

The **present perfect tense** connects an action that began in the past to the present moment in time.

The present perfect tense is formed as follows:

- Positive: subject + 'have/has' + past participle
- Negative: subject + 'have/has' + 'not' + past participle
- Question: 'have/has' + subject + past participle

The time expressions 'ever', 'never', 'already' and 'yet' are commonly used with the present perfect. They are used as follows:

- **Already** is used to show that an action has been accomplished in the past.
Examples:
 - I have already read that book.
 - Have you already left the party?
- **Yet** is used to show the intention to do something.
Examples:
 - I have not yet read that book.
 - Have you finished your homework yet?
- **Never** means 'at no time before now'. To avoid double negatives, you must not use 'never' and 'not' together. 'Never' is placed before the main verb in a sentence.
Examples:
 - I have not never been to Ghana. (incorrect)
 - I have never been to Ghana. (correct)
- **Ever** expresses the idea of an unidentified time before now. It is placed before the main verb in a sentence.
Examples:
 - Has she ever met the prime minister?
 - Nothing like this has ever happened to us.
 - This is the first time I have ever been here.

Practice

Activity 1

Fill in the blank in each sentence with 1 of the following: never, ever, yet, already.

1. The hotel has _____ hosted a Ghanaian and will be ready to welcome the first.
2. She has not _____ seen the doctor.
3. Have you _____ been to Kenya?
4. Adama has not _____ received her glasses and has to wait a little longer.

Activity 2

Remove the double negative to correct or improve the following sentences.

1. The company has not never paid our allowances.
2. The registrar has refused not to admit new students.
3. Bundu and Alfred have not barely prepared the menu.
4. The criminal has denied that he never visited Bo in June.
5. Neither hard drink nor meat has not been served at the feast.

Activity 3

Write 2 sentences or questions in the present perfect for each of the following: ever, never, already, yet.

Lesson Title: Reading Comprehension – WASSCE Text	Theme: Reading
Practice Activity: PHL1-L119	Class: SSS 1



Learning Outcomes

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

1. Read a text with fluency.
2. Make predictions about a text.
3. Infer meaning from a text.
4. Answer questions on a text.

Overview

The WASSCE tests your ability to read a text that you have not seen before and answer comprehension questions on it. You also need to be able to read an unknown text and summarise it. Two strategies that can help you comprehend and summarise a text are inferring and predicting.

Inferring is understanding the meaning that is not directly stated in a text. Context clues in a text help readers infer meaning. There are 2 types of questions: literal and inferential. Literal questions have their answers directly in the text. Inferential questions require you, the reader, to determine the meaning based upon your understanding of the text.

Predicting is using information from a text and prior knowledge to anticipate what you will read. Good readers make predictions about what will come next as they read and evaluate their predictions after they have read a text or section of a text. The following can give clues to help you make predictions: pictures, title, headings, graphs, tables or diagrams.

Practice

Activity 1

Read the passage and answer the comprehension questions on it.

A Holiday in Lagos?: Part 1¹

When Eze was invited to spend his Easter holidays with Uncle Chike in Lagos, he jumped for joy! He had always pictured Lagos as a wonderland of bright lights, paved roads, beautiful houses and elegant people riding in their expensive cars. This invitation was a wonderful opportunity for him to leave his small village for the first time. He was excited to experience firsthand the good life of the city that he had dreamed so much about.

The fateful day came and Eze, happy as a lark, bid an excited goodbye to his family. The first part of his trip started modestly in the back of an old lorry that rambled along

the dirt road linking his village to the rest of the world. Eze was sure that he would later ride triumphantly into Lagos on one of those legendary luxury buses that he admired so much. That would be an experience to look forward to!

When he arrived in Lagos, it was almost dark. The first things that struck him as he exited the bus was the thick crowd with their unsmiling faces. The loud noise of the traffic and the polluted air with its smell of exhaust fumes and decay assaulted his senses. He looked around at the endless rows of dirty and crumbling concrete buildings and filth everywhere. What a sharp contrast to the city he had built up in his imagination! But surely there must still be much to look forward to.

Comprehension questions

1. What clues does the title give about the text?
2. What conditions in the village could arouse Eze's enthusiasm about going to Lagos?
3. Why might Eze be disappointed in Lagos?
4. What realities in Lagos may cause disappointment for Eze?
5. For each of the following words, write a word or group of words that can replace it in the passage without changing the meaning of the passage.
 - triumphantly
 - legendary
 - crumbling
6. Quote a sentence from the first paragraph that shows that Eze has a fantasy view of what a city is.
7. How do you think Eze came to have such a favourable image of Lagos?
8. Summarise the passage in 1 or 2 sentences.

Activity 2

Write an original sentence for each of the following words from the passage.

1. triumphantly
2. legendary
3. crumbling

¹This passage is adapted from WAEC English Language Examination, 2004.

Lesson Title: Reading Comprehension – WASSCE Text	Theme: Reading
Practice Activity: PHL1-L120	Class: SSS 1



Learning Outcomes

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

1. Read a text with fluency.
2. Infer meaning from a text.
3. Answer questions on a text.

Overview

The WASSCE tests your ability to read a text that you have not seen before and answer comprehension questions on it. You also need to be able to read an unknown text and summarise it.

Some comprehension strategies to help you understand a new text include:

- Identifying main ideas and supporting details
- Summarising the key information
- Asking yourself questions about the text and answering them as you read
- Visualising the information by creating mental pictures of the contents
- Using prior knowledge you already have to understand the text
- Predicting what a text will be about before you read it
- Using context clues and prior knowledge to make inferences

Practice

Activity 1

Read the passage and answer the comprehension questions on it.

A Holiday in Lagos?: Part 2¹

Back in the village, Uncle Chike was regarded as a well-to-do trader. So Eze was further surprised and disappointed to find that he lived in a single room in a sleazy part of the city. At night, it got hot and stuffy. They dared not open the windows as this would bring an invasion of mosquitoes.

Eze woke up the next morning feeling clammy, but he still could not bathe. His uncle took him to a shack across the street for a hurried breakfast of thin tea and mouldy bread. There he explained that they usually bought water from a mobile tanker that had not come around for some time. Eze was still recovering from his surprise at this information when they rushed off to his uncle's market stall. This was when he had his first unpleasant ride in one of the notorious Molue buses of the city.

As they struggled down from the bus, shoving against the solid mass of bad-tempered commuters, Eze thought of his village. Lagos suddenly lost whatever was

left of its attraction for him. True, the village was small and life there could be boring. However, it was peaceful; you drank clean water and ate fresh food. You could move about freely and breathe clean air. Everyone was friendly and helpful. Greatly disappointed with the city, Eze longed to return to his beloved village!

Comprehension questions

1. What is the difference between the village community's perception of Uncle Chike and the reality that Eze discovers in Lagos?
2. Give 2 examples that show Eze's uncle does not live a life of luxury.
3. What contrast between the villagers and the people of Lagos do you find in the third paragraph?
4. Using 1 sentence for each, describe the following:
 - a. Food in Lagos, according to Eze's experience
 - b. Water supply as Eze experienced it
 - c. The accommodation of Eze's uncle
 - d. Eze's village
5. Summarise the passage in 1 or 2 sentences.
6. For each of the following words, write a word or group of words that can replace it in the passage without changing the meaning of the passage.
 - a. stuffy
 - b. hurried
 - c. clammy
 - d. shoving
 - e. bad-tempered

Activity 2

Write an original sentence for each of the following words from the passage.

1. stuffy
2. hurried
3. clammy
4. shoving
5. bad-tempered

¹This passage is adapted from WAEC English Language Examination, 2004.

Lesson Title: Past Perfect Tense	Theme: Grammar
Practice Activity: PHL1-L121	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of when and how to use the past perfect tense.
2. Identify the past perfect in sentences.
3. Use the past perfect correctly in speech and in writing.
4. Use the past perfect to ask and answer questions.
5. Use the past perfect in the negative.

Overview

The **past perfect tense** is used to talk about an action that was completed before another action in the past.

The following are the features of the past perfect tense:

- It is used to discuss 2 events that took place in the past, but not at the same time.
Example: When I got home, my children **had finished** dinner.
 - The children completed the action of eating their dinner before I got home.
- It is often used for reporting on things that happened or were said.
Examples:
 - My neighbour asked if we **had seen** her goats.
 - The teacher **had said** it would be a difficult examination.
- Past perfect can show that an action happened before a specific time in history.
Examples:
 - They **had moved** to Liberia before the war started.
 - She **had established** her company before 2008.
- We often use time expressions with the past perfect tense.
Examples: yet, just, already, before, since, when, by the time, after

When writing the past perfect tense in negative form, add 'not' between 'had' and the past participle.

Examples:

- When my grandmother was born, penicillin **had not been discovered** yet.
- We **had not decided** what food to eat before we arrived at the restaurant.

Questions in the past perfect tense are formed as follows: 'Had' + subject + past participle.

Examples:

- **Had** you **finished** school by the time you got your first job?
- **Had** you ever **visited** Accra before we went there together last year?

Practice

Activity 1

Identify the past perfect tense in the following sentences.

1. After she had left, I found her lost exercise book.
2. Once we had finished our homework, we went outside to play.
3. I cleaned the house after the children had gone to school.
4. They had just reached school when it started to rain.
5. My father had never driven a car before we moved to Freetown.

Activity 2

Complete the sentences below using the negative past perfect form of the verbs in brackets.

1. The woman was hit by a black car. The driver _____ (see) her.
2. I saw him because he _____ (leave) for work.
3. The girl was afraid because she _____ (fly) on a plane before.
4. William was happy to see John again. It _____ (be) a long time since they last met.
5. He did not get the job because he _____ (send) all his papers.

Activity 3

Fill in the blanks with the past perfect form of the verbs in brackets to complete the questions.

1. What _____ she _____ before she called the police? (find)
2. _____ you _____ here before? (play)
3. _____ Sarah _____ to George before she went to pick him up? (speak)
4. _____ he _____ the software before he switched off the computer? (update)
5. _____ you ever _____ Lagos before you went in 2015? (visit)

Lesson Title: Past Perfect Tense (with simple past)	Theme: Grammar
Practice Activity: PHL1-L122	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of when and how to use the past perfect tense.
2. Use the past perfect with the simple past correctly in speech and in writing.
3. Use the past perfect with the simple past to ask and answer questions.
4. Use the past perfect in the negative with the simple past.

Overview

The **simple past tense** is used to describe an action that was completed in the past. The **past perfect tense** is used to talk about an action that was completed before another action in the past.

When we use the past perfect to talk about something that happened before another action in the past, 1 of the actions is usually expressed in the simple past.

The features of the **past perfect tense** are as follows:

- The past perfect tense is formed by: 'had' + the past participle of the main verb.
- The past perfect is used when discussing 2 actions that took place in the past, but not at the same time.
Example: When I ate dinner, my sister **had already left** for the store.
- It is often used for reporting on things that happened or were said.
Example: The police officer asked if we **had seen** the suspect.
- The past perfect can show that an action happened before a specific time in history.
Example: They had just **gotten married** when his company sent him to Egypt.

Practice

Activity 1

Complete the fill-in-the-blanks by putting the verbs in brackets in the correct tense. There will be 1 verb in the simple past and 1 verb in the past perfect in each sentence.

1. Before he _____ (sing) a song he _____ (play) the guitar for hours.
2. She _____ (watch) the news after the children _____ (go) to bed.
3. After Cyprian _____ (make) breakfast he _____ (call) his friend.
4. I _____ (be) very tired because I _____ (study) too much.
5. They _____ (ride) their bikes to the beach before they _____ (meet) their friends.

Activity 2

Fill in the blanks in the following sentences. Write the verbs in brackets in the negative form of the past perfect tense.

1. In the shopping centre, I met a friend whom I _____ (see) for ages.
2. We lost the match because we _____ (practise) enough.
3. We ate at a restaurant last night because I _____ (buy) anything to cook for dinner.
4. All day long, Joseph was angry at me because I _____ (greet) first.
5. When we came back, it was cold in the house because Musa _____ (close) the window.

Activity 3

Write 6 original sentences in the past perfect tense. You should include 2 positive sentences, 2 negative sentences and 2 questions.

Lesson Title: Concord – Subject-Verb Agreement	Theme: Grammar
Practice Activity: PHL1-L123	Class: SSS 1



Learning Outcomes

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

1. Define concord and demonstrate understanding of the importance of subject-verb agreement in a sentence.
2. Identify whether the subject and verb in a sentence are in agreement.
3. Write sentences using concord correctly.

Overview

Concord is the grammatical agreement between 2 words in a sentence.

The rules of **subject-verb agreement** are as follows:

- If a subject is singular, its verb must also be singular.
- If a subject is plural, its verb must also be plural.
- In the present tense, nouns and verbs form plurals in opposite ways:
 - Nouns add an ‘-s’ to the singular form, while verbs remove an ‘-s’ from the singular form.
 - Example singular: The dog **chases** the cat.
 - Example plural: The **dogs** chase the cat.
- Singular subjects have singular verbs.
Example: The **bird chirps** loudly.
- Plural subjects have plural verbs.
Example: The **birds chirp** loudly.
- The verbs in a sentence with ‘either/or’, and ‘neither/nor’ agree with the subject closest to them.
Examples:
 - Neither the cow nor the **goats drink** the water.
 - Neither the goats or the **cow drinks** the water.
- Two singular subjects connected by ‘or’ agree with singular verbs.
Example: The boy or the girl **plays** the guitar.
- Singular and plural subjects connected by ‘and’ or ‘as well as’ agree with plural verbs.
Example: The **boy and girls are** playing guitar.
- Collective nouns agree with singular verbs.
Examples: The **herd** (of elephants) **was looking** for water.
- When subjects are separated from verbs by prepositional phrases or other nouns/pronouns, they still agree with the verb. Ignore the phrases and words in the middle.
Examples:
The **boy** staring at the stars **goes** to school here.

Those **boys** staring at the stars **go** to school here.

- If a sentence starts with 'here' or 'there', the verbs agree with the actual subject.

Examples:

- Here **are** some **pens** for you to use.
- Here **is** a **pen** for you to use.

Practice

Activity 1

Choose the correct verb in brackets which gives the sentences subject-verb agreement.

1. My friend from Nigeria eats a lot of food and (is/are) a computer genius.
2. Either Magda or Janet (write/writes) on the board.
3. Neither the teacher nor the pupils (write/writes) on the board.
4. Somebody (want/wants) to speak to you.
5. All the children (want/wants) to speak to you.
6. Tom and Jerry (is/are) with me on the bus.

Activity 2

Fill in the blank in each sentence with the correct word in brackets.

1. My _____ decorates the house for every holiday. (mother/brothers)
2. My friends _____ that it is great. (thinks/realise)
3. My brothers _____ the dishes every night. (wash/washes)
4. We do not _____ to go to the party. (have/has)
5. The _____ crawl everywhere now. (baby/babies)
6. Netball and football _____ my favourite sports. (are/is)
7. The big oak _____ in the front yard shades our house. (tree/trees)

Lesson Title: Introduction to Adverbs	Theme: Grammar
Practice Activity: PHL1-L124	Class: SSS 1



Learning Outcomes

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

1. Define different types of adverbs and demonstrate understanding of their function in a sentence.
2. Identify different types of adverbs in a sentence.
3. Write sentences using different types of adverbs correctly.

Overview

An **adverb** modifies a verb, an adjective or another adverb. It explains when, where, how or how often. There are many different types of adverbs.

Adverbs of manner answer the question 'how'. They tell us how an action happens. Most adverbs of manner are formed by adding '-ly' to the end of an adjective. They usually come after the main verb or after the object of a sentence.

Examples:

- Beautiful (adjective) becomes beautifully (adverb).
- The beautiful woman sings **beautifully**.
- Slow (adjective) becomes slowly (adverb).
- The turtle is slow. It moves **slowly** across the sand.
- Noisy (adjective) becomes noisily (adverb).
- The noisy party continued **noisily** into the night.
- Easy (adjective) becomes easily (adverb).
- The pupils **easily** completed the easy exam.

Adverbs of place answer the question 'where'. They tell us where an action happens. They usually go after the main verb or clause they modify. Some adverbs of place are also prepositions such as: on, off, in.

Examples:

- The toys are **here**.
- Come **inside**!

Adverbs of time answer the question 'when'. They tell us when an action happens. They are usually at the end of a sentence.

Examples:

- The train has **already** left.
- Our favourite radio programme starts **now**.

Adverbs of frequency answer the question 'how often'. They tell us how many times or how often an action happens. They are usually before the main verb, or between the auxiliary verb and the main verb, but they can also go at the beginning or end of a sentence for emphasis.

Examples:

- He is **always** late.
- **Sometimes** we play in the park.

The following are examples of the different types of adverbs:

Manner	Frequency	Time	Place
loudly	always	after	everywhere
kindly	seldom	now	here
gracefully	sometimes	since	home
silently	never	soon	outside
sadly	often	yesterday	under
easily	every day	later	there
musically	frequently	before	near

Practice

Activity 1

Use the adverbs of time, place and frequency in the word bank to fill in the blanks in the following sentences.

Word Bank

upstairs	everywhere	every day	nearby	yesterday
outside	last year	downhill	now	already

1. He comes here _____.
2. Mrs Davidson lived here _____.
3. They bought a house _____.
4. She looked for him _____.
5. The train has _____ left.
6. The boys are playing _____.
7. I spoke to her _____.
8. We shall _____ begin to work.
9. The birds are _____.
10. The water flowed _____.

Activity 2

Fill in the blanks using an adverb of frequency. Answers will vary.

1. She _____ studies after class.
2. I _____ put salt on my food.
3. We _____ eat meat.
4. I _____ sing in public.
5. Fatu _____ gets good marks.

Activity 3

Write 2 example sentences for each of the different types of adverbs from the lesson.

Lesson Title: Future Perfect Tense	Theme: Grammar
Practice Activity: PHL1-L125	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of when and how to use the future perfect tense.
2. Identify the future perfect in sentences.
3. Use the future perfect correctly in speech and in writing.

Overview

The **future perfect tense** describes an event that will be finished by a particular time in the future. The easiest way to understand the future perfect is by thinking about all the things you will complete by a certain time in the future.

Examples:

- By the time I am 30, I will have finished my studies.
- I will have begun my career by the time I am 30.
- By the time I am 30, I will have had at least my first child.

Features of the future perfect are as follows:

- The future perfect is composed of 2 parts: the simple future of the verb 'to have' (will have) + the past participle of the main verb.

Examples:

- He will have finished.
- I will have arrived.

- It is most often used with a time expression.

Examples:

- I will have been here for 6 months by 20th December.
- You will have finished your report by this time next week.

Practice

Activity 1

Write sentences in the future perfect tense using the information from the following to-do-list.

Example: I **will have eaten** breakfast by 7:00 a.m. tomorrow.

When	What
7:00	eat breakfast
8:30	go to school
12:00	have lunch
3:00	play football
5:00	make dinner
7:00	finish homework

Activity 2

Change the following sentences into future perfect sentences.

1. I will buy a car.
2. I will eat lunch with my grandmother.
3. I will have 2 children.
4. I will graduate from university.
5. I will go to my sister's wedding.
6. I will visit another country.
7. I will learn how to speak French.
8. I will build a house.
9. I will sit WASSCE.
10. I will start my own business.

Lesson Title: Future Perfect Tense	Theme: Grammar
Practice Activity: PHL1-L126	Class: SSS 1



Learning Outcomes

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

1. Use the future perfect in the negative, avoiding double negatives.
2. Use the future perfect to ask and answer questions.

Overview

The **future perfect tense** describes an event that will be finished by a particular time in the future.

This is how you form the negative future perfect:

- In order to form the negative, add 'not' between 'will' and 'have'

Examples:

- I **will not have finished** my studies by the time I am 15.
- By this time next year, she **will not have left** our school.

- A contraction can also be used.

Examples:

- I **won't** have finished my studies by the time I am 15.
- By this time next year, she **won't have left** our school.

When writing negative statements, it is important to avoid double negatives. The following examples show correct and incorrect negative sentences:

- I won't have finished **none** of my homework tonight. (Incorrect)
- I won't have finished any of my homework tonight. (Correct)
- I am fasting, so I will not have eaten **nothing** by tomorrow morning. (Incorrect)
- I am fasting so I will not have eaten anything by tomorrow morning. (Correct)

Questions are formed in the future perfect tense as follows: 'Will' + subject + 'have' + past participle of main verb.

Examples:

- Will you have graduated from university by the end of the year?
- Will she have gotten her driving permit by the time she is 16?

Practice

Activity 1

Correct the double negatives in the following sentences.

1. I will not have bought no new dress by Easter.
2. Will you not never have taken a holiday by the time you are 19?
3. I will not have sold none of my merchandise by summer.

4. Yenor will not have grown no taller by next year.
5. You will not have cleaned nothing by Thursday.

Activity 2

Change the following statements into future perfect questions.

1. Alpha will go shopping.
2. He will fetch water.
3. You will grow tomatoes.
4. Tenneh will exercise.
5. The boys will eat.

Lesson Title: Vocabulary Development: Phrasal Verbs	Theme: Reading
Practice Activity: PHL1-L127	Class: SSS 1



Learning Outcomes

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

1. Use context clues and inference to determine the meaning of phrasal verbs in a text.
2. Demonstrate understanding of phrasal verbs by explaining them in your own words.
3. Answer questions on a text.

Overview

The following are the features of **phrasal verbs**:

- A phrasal verb is a phrase that indicates an action, but has a meaning different from those of the individual words.
- The phrase cannot be understood based upon the meanings of the individual parts, but must be taken as a whole.
- It is made up of a main verb and an adverb or preposition, or both an adverb and a preposition.
- There are no rules that might explain how phrasal verbs are formed correctly; they need to be memorised, looked up in a dictionary or understood from their context.

The table that follows shows some commonly used phrasal verbs:

Phrasal Verb	Meaning	Example Sentence
To drop by	To visit without appointment	My aunt was in the habit of dropping by unannounced.
To eat out	To eat in a restaurant	I forgot to go to the store, so we decided to eat out.
To get by	To survive (usually financially)	It was hard to get by over the winter when I was unemployed.
To give back	To return an object	My brother borrowed my jacket and forgot to give it back.
To hand in	To submit something (assignment)	The pupils handed in their homework to the teacher.
To point out	To call attention to	The police officer pointed out the footprint left in the mud.
To talk over	To discuss	Instead of arguing, let's talk it over like adults.
To turn down	To lower the volume	The music is so loud in the bus; I wish they would turn it down.
To turn down (2)	To reject	He asked her for a date, but she turned him down.

To drop out of	To leave school or an educational programme	I was very surprised to learn that she had dropped out of school.
To get away with	To escape blame	My brother always gets away with everything.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

The Try Out

The day had finally come. Dawa could not **put it off** any longer. Today was the day she would **try out** for the school football team. She was so nervous that she could barely **put on** her football cleats. She was shaking so much! But Dawa loved football, and she knew that she would be disappointed in herself if she did not at least try. So she took a few deep breaths to settle her nerves and went out onto the field.

At first, she found it hard to **keep up with** the older girls. However, she soon **warmed up** and could match their pace. She began to **look forward to** getting the ball. She tried to **show off** her best skills and even made 2 attempts at goal. Dawa tripped and fell twice, but she **got up** right away. The coaches made the team play until they were completely **worn out**.

As she **cooled down** on the sidelines, she hoped the coaches would not **turn her down** for a spot on the team. She would not know if she had made the team until tomorrow, but she was happy she had **gone through with** it. She had **shown up** and given it her all, which is all you can really ask of anyone.

Comprehension questions

1. What did Dawa do to settle her nerves before she went out on the field?
2. What does the writer mean by 'she found it hard to keep up with the older girls'?
3. What does the writer mean by 'she tried to show off her best skills'?

Activity 2

Write a sentence for each of the following phrasal verbs from the text.

1. To go through
2. To put on
3. To look forward
4. To cool down
5. To show up

Lesson Title: Vocabulary Development: Phrasal Verbs	Theme: Writing
Practice Activity: PHL1-L128	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of phrasal verbs by using them to express an idea.
2. Write a text using appropriate vocabulary and phrasal verbs.

Overview

A **phrasal verb** is a phrase that indicates an action, but has a meaning different from those of the individual words. The phrase cannot be understood based on the meanings of the individual parts, but must be taken as a whole.

Below are some commonly used phrasal verbs:

Phrasal Verb	Meaning	Example Sentence
To drop by	To visit without appointment	My aunt was in the habit of dropping by unannounced.
To eat out	To eat in a restaurant	I forgot to go to the store, so we decided to eat out.
To get by	To survive (usually financially)	It was hard to get by over the winter when I was unemployed.
To give back	To return an object	My brother borrowed my jacket and forgot to give it back.
To hand in	To submit something (assignment)	The pupils handed in their homework to the teacher.
To point out	To call attention to	The police officer pointed out the footprint left in the mud.
To talk over	To discuss	Instead of arguing, let's talk it over like adults.
To turn down	To lower the volume	The music is so loud in the bus; I wish they would turn it down.
To turn down (2)	To reject	He asked her for a date, but she turned him down.
To drop out of	To leave school or an educational programme	I was very surprised to learn that she had dropped out of school.
To get away with	To escape blame	My brother always gets away with everything.

Practice

Activity 1

Identify the phrasal verb in each of the following sentences and explain its meaning.

1. Who is looking after the kids?
2. I ran into an old friend.
3. You should stand by your friend.
4. You should not give up so quickly.
5. My brother has been sitting in for me.
6. The couple decided to call off their wedding.
7. She came up with a brilliant plan for the party.
8. After I broke his bicycle, my brother decided to get back at me and steal mine.

Activity 2

Use the following phrasal verbs from the table in a sentence.

1. To drop by
2. To eat out
3. To get by
4. To point out
5. To drop out (of)

Activity 3

Write a paragraph that includes between 3 and 5 phrasal verbs.

Lesson Title: Reading Skills Development: Paraphrasing	Theme: Reading
Practice Activity: PHL1-L129	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of how to use paraphrasing to simplify the content of a text.
2. Use paraphrasing to explain a text in your own words.
3. Answer questions on a text.

Overview

The following are the features of **paraphrasing**:

- Paraphrasing means writing the ideas or information from a text in your own words.
- It is an important skill to learn to avoid plagiarism.
 - Plagiarism is taking someone else's work or ideas and passing them off as your own, either intentionally or unintentionally.
 - Another way to avoid plagiarism is by quoting. When you quote a source, you put a person's words or a passage from a text within inverted commas and also include a citation to identify the source (text) the information came from.

The similarities and differences between summarising and paraphrasing are as follows:

- Summarising is when you give a brief statement of the main points of a text.
 - When you summarise, you only include the most important information.
- Paraphrasing is when you take facts or opinions from a source and restate them in words that are different from the original.
 - It is more detailed than a summary and is often used to simplify information in a text.

The list that follows explains how to paraphrase a text:

The Four Rules of Paraphrasing

- **Reword** – Replace words and phrases with synonyms whenever you can.
- **Rearrange** – Rearrange words within sentences to make new sentences.
 - You can even rearrange the ideas presented within the paragraph.
- **Realise** – Realise that some words and phrases cannot be changed – names, dates and titles cannot be replaced, but you can present them differently when you paraphrase.
- **Recheck** – Check your work again to make sure that your paraphrased text conveys the same meaning as the original text without copying it.

Practice

Activity 1

Read the article and answer the comprehension questions on it.

All US States Could Have Smoke-Free Laws by 2020¹

Government officials have predicted that by 2020, all US states will have bans on indoor smoking in bars and restaurants, which is the chief source of second-hand smoke.

In a press release issued yesterday, the Centre for Disease Control and Prevention (CDC) reported that by December 31, 2010, there were 26 states with broad indoor smoking bans, covering workplaces, bars and restaurants. An additional 10 states had banned smoking in one or 2 specific indoor areas. These restrictions cover almost one-half of the country's population, 47.8 percent. However, a remaining 88 million non-smokers are still exposed to second-hand smoke yearly, including half of all children over three years old.

Second-hand smoke is a known cause of a number of diseases, including lung cancer and heart disease. The Surgeon General's report of 2010 says, 'Tobacco smoke damages every organ in the body, resulting in disease and death'.

In the press release, Ursula Bauer of the CDC said that second-hand smoke is the cause of 46,000 heart disease deaths and 3,400 lung cancer deaths yearly in non-smokers. 'Completely prohibiting smoking in all public places and workplaces is the only way to fully protect non-smokers from second-hand smoke exposure', she said.

Dr Thomas R Frieden, director of the CDC, said, 'Eliminating smoking from work sites, restaurants and bars is a low-cost, high-impact strategy that will protect non-smokers and allow them to live healthier, longer, more productive lives while lowering health care costs associated with second-hand smoke'.

Gary Nolan of the Smokers Club, a smoker's rights group, said, 'It wouldn't surprise me if they prevailed'. He noted that heavy pressure is being applied to bars and restaurants by public health officials to ban smoking. 'It's just a little bit more liberty slipping away at the hands of big government'.

Comprehension questions

1. When the article refers to the CDC, to whom are they referring?
2. When an acronym (such as CDC) is used in an article, how can you find what it stands for?
3. Who is the final quote in the article from?
4. Is Gary Nolan a supporter of the ban?

Activity 2

Paraphrase the last 2 paragraphs of the news article in your own words.

¹Adapted from: All US states could have smoke-free laws by 2020. April 22, 2011. In *Wikinews*. Retrieved November 20, 2017, from https://en.wikinews.org/wiki/All_US_states_could_have_smoke-free_laws_by_2020

Lesson Title: Reading Skills Development: Using the Dictionary	Theme: Grammar
Practice Activity: PHL1-L130	Class: SSS 1



Learning Outcomes

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

1. Demonstrate understanding of how to use a dictionary.
2. Identify unknown words in a dictionary and use the dictionary to determine their meaning.
3. Use a dictionary to develop reading skills.

Overview

A **dictionary** is a book that contains the words of a given language, their meanings, which parts of speech they belong to and their pronunciation. The words are usually arranged in alphabetical order from A-Z.

Often, when using a dictionary to look up a new word, you will find that it has more than 1 meaning. If you are not sure which 1 is correct, first read all the meanings and find the 1 that makes most sense for the context in which you found the word.

In a dictionary, the part of speech for each word is given in abbreviations after the word:

- n. – noun
- v. – verb
- adv. – adverb
- adj. – adjective
- pron. – pronoun
- prep. – preposition
- conj. – conjunction
- interj. – interjection

The following are some of the ways that you can use a dictionary to develop your vocabulary and reading skills:

- Look up the meaning of an English word you see or hear.
- Find the English translation of a word in another language.
- Check the spelling of a word.
- Find out grammatical information about a word.
- Check the part of speech of a word.
- Check the plural form of a noun or the past tense of a verb.
- Find the synonym or antonym of a word.
- Find out how to pronounce a word.
- Find examples of the use of a word.

Here is an example of how to identify the meaning of the word 'plumage', based on its use in the passage given below:

- Open the dictionary to words starting with 'p'.
 - All the words are organised in alphabetical order.
- After opening to the words with 'p', find the words starting with 'pl'.
- After finding the list of words that start with 'pl', look for the list of words starting with 'plu'.
- In this way, find the word 'plumage' in the dictionary.
- If there is more than 1 meaning, choose which of those meanings is correct based on the context of the reading passage.

Answer:

Plumage: A bird's feathers (collectively)

Practice

Activity 1

Read the passage and answer the comprehension questions on it.

The Phoenix Bird¹

By Hans Christian Andersen

In the Garden of Paradise, beneath the Tree of Knowledge, a rose bush bloomed. In the first rose, a bird was born. His flight was like the flashing of light. The colourful **plumage** on his back was **beauteous**. His song was **ravishing**, a treat to the ears of all that heard it. However, when Eve picked the fruit of the tree of knowledge of good and evil, she and Adam were driven from Paradise. At the same time, a spark fell from the flaming sword of the **cherub**. The spark fell into the nest of the bird, which burned up **forthwith**. Sadly, the bird **perished** in the flames. But from the red egg in the nest there fluttered **aloft** a new bird – the one and only Phoenix bird. The fable says that he **dwells** in Arabia, and that every hundred years he burns himself to death in his nest. However, each time a new Phoenix, the only one in the world, rises up from the red egg.

But the Phoenix is not only the bird of Arabia. He wings his way in the glimmer of the Northern Lights and hops among the yellow flowers in the short Greenland summer. Beneath the copper mountains of England's coal mines, he flies. In the shape of a dusty moth, over the bible that rests on the knees of the pious miner, he flies. On a lotus leaf he floats down the sacred waters of the Ganges. He is the whole world's hope of victory of life over death. He is the **immortal**.

Comprehension questions

1. What was born beneath the Tree of Knowledge?
2. What is the author trying to say when he says, 'His flight was like the flashing of light'?

3. What happened to the bird in the flames?
4. What happened from the 1 red egg in the nest?
5. What does the author mean when he says, 'he wings his way'?
6. What is the second paragraph of the story trying to communicate to the reader?

Activity 2

With the help of a dictionary, look up the parts of speech and meanings of the following words based upon their use in the text. Then use each word in an original sentence.

1. glimmer
2. pious
3. lotus
4. sacred
5. dusty

¹ 'The Phoenix Bird' by Hans Christian Andersen (1850) is in the public domain.

Lesson Title: Report Writing	Theme: Writing
Practice Activity: PHL1-L131	Class: SSS 1



Learning Outcomes

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

1. Identify the features of a report.
2. Use an outline to draft a report.
3. Draft a report relevant to the topic with well-organised ideas and topic sentences.
4. Use appropriate vocabulary when writing.

Overview

To **report** something means to give a detailed description of an incident, a project or an experience. In writing, a report:

- Tells about an event in chronological order. Chronological means starting with the earliest event and following the order in which they occurred.
- Seeks to give the reader information about something that happened
- Uses formal language and puts any informal language in inverted commas
 - Example: They held placards that said, ‘Say no to child labour’
- Can be descriptive, narrative, persuasive or expository

The following are the components of a report:

- Title of the report in ‘Title Case’
 - ‘Title case’ means that the first letter of each word is in upper case, except for certain small words, such as articles and short prepositions.
- Introductory paragraph that summarises the report and contains details such as date, time and place
- Body: 2 to 3 paragraphs that expand upon main ideas or topics introduced in the introduction
- A closing paragraph that summarises and/or mentions any action to be taken
- Subscript: ‘Submitted by’, name and appointment

Practice

Activity 1

1. Use the following outline to organise your main ideas for a report on a recent class trip. If you have not taken a trip, be creative and make it up.

Title of Report (Title Case)

Introductory paragraph: _____.

Body (2-3 paragraphs)

Main idea 1: _____.

Main idea 2: _____.

Main idea 3: _____.

Closing paragraph: _____.

Submitted by:

Name: _____

Appointment/Designation: _____.

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

- A title
- An introductory paragraph which includes the date and a summary of the report
- 2 to 3 main ideas for the body, in chronological order
- A closing sentence or paragraph
- Your name and designation

Lesson Title: Report Writing	Theme: Writing
Practice Activity: PHL1-L132	Class: SSS 1



Learning Outcomes

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

1. Write a report relevant to the topic with well-organised ideas and topic sentences.
2. Use appropriate vocabulary and sentence structure when writing.
3. Write a report with correct grammar and spelling.

Overview

To **report** something means to give a detailed description of an incident, a project or an experience. In writing, a report:

- Tells about an event in chronological order
- Seeks to give the reader information about something that happened
- Uses formal language and puts any informal language in inverted commas
- Can be descriptive, narrative, persuasive or expository

Practice

Activity 1

1. Finish writing your report on the topic: 'A recent class trip'.
2. Check your report to make sure you have included the following:
 - An interesting title
 - An introductory paragraph which includes the date and a summary of the report
 - 3 body paragraphs with topic sentences and supporting sentences
 - A closing sentence or paragraph
 - Your name and designation

Activity 2

Read the following report and answer the comprehension questions on it.

Report on the Day of the African Child

The annual celebration of the Day of the African Child was held on 16th June, 2017 in Bo District. This is an annual event and King's Secondary School's first time participating.

There were no delays in leaving as all pupils made it to the bus on time. Bo District was 30 minutes' drive from the school, and we arrived in plenty of time for the start of the event.

A total of 16 schools participated and took to the streets of Bo with placards and banners. There were dance routines from each school and a full brass band. The pupils' placards and banners had messages such as 'Parents send your children to school', 'Let's act now to keep girls in school' and 'Say no to child labour'.

The parade lasted about 45 minutes, and the media was there to cover the event. The Day of the African Child ended with speeches from the organisers and special guests.

It was a successful event that ran smoothly. A more detailed report with photographs will be published in the school newspaper.

Submitted by —
Isata Deen
Class Prefect.

Comprehension questions

1. When was the annual event held?
2. How many times had King's Secondary School participated?
3. From the report, what can you gather that the day is about?
4. How many schools participated in the event?
5. Is this the final report?
6. Who wrote the report?

Lesson Title: Voiced and Unvoiced Consonants	Theme: Listening and Speaking
Practice Activity: PHL1-L133	Class: SSS 1



Learning Outcomes

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

1. Identify and pronounce voiced and unvoiced consonants in words.
2. Demonstrate understanding of the difference between voiced and unvoiced consonants.
3. Identify and demonstrate understanding of voiced and unvoiced consonants in initial, medial and end position in words.
4. Identify voiced and unvoiced consonants in sentences.

Overview

There are 21 **consonants** in the English alphabet, including 'y' and 'w'. However, there are 24 consonant sounds in English because each letter can represent multiple sounds.

Consonant sounds are pronounced in different ways.

Examples:

- 't' is pronounced using the front part of the tongue.
- 'k' is pronounced using the back part of the tongue.
- 'b' is pronounced with the lips.
- 'h' is pronounced in the throat.
- 'n' is pronounced using the nasal passages.

Consonants in the English language are broken up into 2 categories: voiced and unvoiced:

- **Voiced** consonants use the vocal cords to make the consonant sound.
- **Unvoiced** consonants do not use the vocal cords.

If you want to determine whether a consonant is voiced or not, there is a simple test you can do. First, put a finger on your throat. Then pronounce a letter. If you feel a vibration of your vocal cords, then you know the consonant is a voiced one. If you do not feel the vibration of your vocal cords, then the consonant is unvoiced.

The following table gives some examples of voiced and unvoiced consonants in different positions within words:

Voiced	Unvoiced	Voiced	Unvoiced	Voiced	Unvoiced
Initial Position		Medial Position		End Position	
/b/	/p/	/z/	/s/	/z/	/s/
big	pen	pleasure	pressure	pens	cups
/d/	/t/	/ng/		reads	speaks
dog	top	singer		goes	gets

/g/	/k/			lives	puts
give	cat			cars	tents
/j/	/ch/			sees	plants
jump	chip			hears	looks
/th/	/th/			learns	stops
then	thick			rise	rice
/v/	/f/			plays	place
vote	food				
/z/	/s/				
zoo	sun				

Practice

Activity 1

Identify whether the end sound of each word is voiced or unvoiced.

1. run
2. show
3. sing
4. obey
5. flow
6. mistake
7. ask
8. answer
9. sick
10. laugh

Activity 2

Identify whether the initial (beginning) sound of each word is voiced or unvoiced.

1. path
2. dime
3. bath
4. came
5. fan
6. zoo
7. gin
8. chin
9. shoe
10. think

Lesson Title: Comprehending a Listening Passage – Dialogue	Theme: Listening
Practice Activity: PHL1-L134	Class: SSS 1



Learning Outcomes

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

1. Answer comprehension questions on a passage.
2. Summarise a listening text in own words.
3. Use context clues to infer meaning of new words.

Overview

A **dialogue** is a conversation between 2 or more people. When listening to a dialogue, pay attention to who the speakers are and the intonation they use as they speak.

Today's dialogue is about the social pressure to do something that we do not necessarily want to do. Sometimes the world around us – our parents, teachers and peers – expects us to behave in a certain way even when we do not want to. This dialogue is about how to balance those pressures and also stay true to ourselves.

Reading a dialogue aloud is much like a play; sometimes there will be words in brackets at the beginning of the sentence. They are not meant to be read aloud. The words in brackets are directions and tell you what to do when reading the lines aloud. For example, they may contain a sound like laughing or sighing, or an action like yawning or rolling your eyes.

Practice

Activity 1

Read the dialogue and answer the comprehension questions on it.

Pants

Finda: Do I have to wear a dress?

Unama: Of course, don't be ridiculous! It is a school dance. Every girl wears a dress.

Finda: But I hate dresses. They are so scratchy, and my legs look like sticks.

Unama: *[Sighs.]* That is dramatic. Who cares if your legs look like sticks? No one will be looking; they will be worried about themselves.

Finda: I am not doing it.

Unama: Mother!

Mother: Yes, dear. What is happening? Are you girls fighting again?

Unama: Finda won't wear a dress to the dance. She is being silly; every girl will be wearing one!

Mother: Is this true, Finda?

Finda: Yes, but I really hate dresses and I do not feel like me when I wear one. Please don't make me do it!

Mother: Clearly, I cannot make you do something you don't want to do. But I would hate for you to miss the dance. The school has a dress code and it is required. What could we do to make you feel better in a dress?

Finda: Well, the dress could be pants. That would make me feel better.

Mother: *[Laughing.]* Okay. That is not a very good compromise. Any ideas, Unama?

Unama: *[Rolls eyes.]* Well, I guess you could just wear your pants under a long dress. Then no one would know but you.

Finda: You are a genius, sister! That way, I can still be me!

Unama: Oh, Finda! You can be so difficult sometimes, but I love you.

Finda: You love me just the way I am?

Unama: Yes, even if you do try to wear the pants in the family.

Mother: *[Smiles.]* Alright you two, no one will be wearing pants or dresses if you do not get your chores done!

Finda and
Unama: *[Groan.]* Yes, Mother!

Comprehension questions

1. How does Unama feel about Finda not wanting to wear a dress?
2. Why does Unama think that Finda should wear a dress?
3. When Unama rolls her eyes, what does it suggest about her attitude?
4. How does the conversation end?
5. How do the instructions in brackets help to explain the dialogue?

Activity 2

Write a paragraph of 4 to 5 sentences about a time when you felt social pressure to do something you did not want to do. What happened?

Lesson Title: Active and Passive Voice	Theme: Grammar
Practice Activity: PHL1-L135	Class: SSS 1



Learning Outcomes

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

1. Define active and passive voice and demonstrate understanding of their uses in a sentence.
2. Write sentences using active and passive voice correctly.
3. Change sentences from passive voice to active voice and active voice to passive voice.

Overview

Sentences can be written in 2 ways: active voice or passive voice. They are used as follows:

- **Active voice:** The subject performs the action.
Example: Yamba gave a speech.
- **Passive voice:** Passive voice changes the sentence structure so that the subject **receives** the action.
Example: A speech was given by Yamba.

The features of passive voice are as follows:

- Passive voice can be used to emphasise the action itself, rather than the person doing the action. It can also be used to describe a situation in which the person doing the action is unknown or unimportant.
- Passive sentences are indirect, so they can be more confusing and less clear than active sentences.
- Academic texts and formal writing often use passive voice.
- Passive voice is formed as follows: verb 'to be' + past participle.
Examples:
 - The floor is swept every day.
 - The kitchen is being cleaned right now.
 - The cake was made yesterday.
- The subject of a passive sentence may be unstated, leaving the reader asking, 'by whom?' or 'by what?'
Example: The apple was eaten.
- To say who or what performs the action while using the passive voice, use the preposition 'by'.
Examples:
 - The floor is swept every day by the children.
 - The kitchen is being cleaned right now by my parents.
 - The cake was made yesterday by Aminata.

Active voice is turned into passive voice in the following way:

- Active sentence: The team (subject) waved at (verb) the fans (object).
- Step 1: Move the object to the position of the subject.
Example: The **fans** ...
- Step 2: Make the verb passive. Use the verb 'to be' and the past participle of the main verb.
Example: The fans **were waved at** ...
- Step 3: Remove the subject completely, **or** add the preposition 'by' after the verb and then add the subject.
Example: The fans were waved at. / The fans were waved at **by the team**.

Practice

Activity 1

Read the following sentences that are written in active voice. Change the structure of each sentence so it is in passive voice **with** a subject.

1. The man carried the baby girl.
2. The water rusted the car's undercarriage.
3. Thousands of tourists visit the Serengeti every year.
4. Our Science class viewed the moon through a telescope.
5. My mother is making all the wedding plans.

Activity 2

Read the following sentences that are written in active voice. Change the structure of each sentence so it is in passive voice **without** a subject.

1. He ran the obstacle course in record time.
2. Some people grow carrots in large pots.
3. The girl will celebrate her victory.
4. The homeowners painted the house.
5. The manager will give you instructions.

Activity 3

Write 5 of your own sentences in passive voice. Write at least 1 in present tense, 1 in past tense and 1 in future tense.

Lesson Title: Active and Passive Voice	Theme: Grammar
Practice Activity: PHL1-L136	Class: SSS 1



Learning Outcomes

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

1. Define active and passive voice and demonstrate understanding of their uses in a sentence.
2. Write sentences using active and passive voice correctly.
3. Change sentences from passive voice to active voice and active voice to passive voice.

Overview

The differences between **active voice** and **passive voice** are as follows:

- In active voice, the emphasis is on the 'doer' of the action.
- In passive voice, the emphasis is on the 'receiver' of the action.

Active voice is turned into passive voice in the following way:

- Active sentence: The teacher (subject) shared (verb) the news (object).
- Step 1: Move the object to the position of the subject.
Example: The **news** ...
- Step 2: Make the verb passive. Use the verb 'to be' and the past participle of the main verb.
Example: The news **was shared** ...
- Step 3: Remove the subject completely, **or** add the preposition 'by' after the verb and then add the subject.
Example: The news was shared. / The news was shared **by the teacher**.

The following shows how to turn a passive sentence with a clear subject into active voice:

- Passive sentence: The news (object) was shared by (verb) the teacher (subject).
- Step 1: Change the position of the subject and object and remove 'by' if it is in the sentence.
Example: The **teacher** ...
- Step 2: Change the verb from passive to active.
Example: The teacher **shared** the news.

Practice

Activity 1

Identify whether the following sentences are examples of active or passive voice.

1. Rice is being eaten.
2. The letter was being mailed by her.
3. Unama sang at the concert yesterday.
4. The record was broken last Saturday by Jonathan.
5. He threw away the whole pie.
6. Somebody stole my car.

Activity 2

Rewrite the following sentences in active voice.

1. The girl was bitten by the dog.
2. Many experiments were conducted by the scientists.
3. The examination was failed by many applicants to the school.
4. Your bicycle has been damaged by me.
5. The research was presented at the conference by Sabatu.
6. The book is being read by most of the pupils.

Activity 3

Write a paragraph of 4 to 5 sentences that contains at least 2 sentences in active voice and at least 2 sentences in passive voice.

Lesson Title: Types of Adverbs – Manner	Theme: Grammar
Practice Activity: PHL1-L137	Class: SSS 1



Learning Outcomes

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

1. Define different types of adverbs and demonstrate understanding of their function in a sentence.
2. Identify different types of adverbs in a sentence.
3. Write sentences using different types of adverbs correctly.

Overview

An **adverb** is a word that modifies an adjective, a verb or another adverb. There are many different types of adverbs.

Adverbs of manner tell us the way, or how, something happens. The features of adverbs of manner are as follows:

- Adverbs of manner tell us the way, or how, something happens.
Examples:
 - She sang **terribly**. (describes how she sang)
 - We ran **quickly** to avoid the rain. (describes how we ran)
- Generally, the suffix ‘-ly’ or ‘-ily’ is added to the end of an adjective to create an adverb of manner.
- However, not all adverbs of manner have an ‘-ly’ suffix. (Examples: well, fast, hard)
- They can be used before or after the main verb without changing the meaning of a sentence.
Examples:
 - They **easily** completed the homework.
 - They completed the homework **easily**.

The following list shows some examples of regular and irregular adverbs of manner:

Regular		Irregular
slowly	clearly	hard
angrily	desperately	high
carefully	loudly	well
politely	innocently	fast
happily	quietly	early
quickly	roughly	daily

The position of the adverb is important, particularly when there is more than 1 adverb in a sentence. The following example shows how the meaning of a sentence changes based upon the position of the adverb.

Sentence	Meaning
He respectfully asked me to speak to her parents.	The request was respectful.
He asked me respectfully to speak to her parents.	The request was respectful.
He asked me to speak to her parents respectfully.	The speaking is respectful.

Practice

Activity 1

Use an adverb of manner to fill in the blanks of the sentences.

1. Please speak _____ so I can understand you.
2. He spoke to the principal _____.
3. The bully _____ shoved me against the wall.
4. We _____ sang the song in the choir.
5. I _____ grabbed at the branch as I fell.
6. The driver drove _____ on the highway.
7. We waited _____ for the teacher to give instructions.
8. She got dressed _____ on her wedding day.
9. They spoke _____ in the library.
10. At the party the music played _____.

Activity 2

Use the following adverbs of manner in a sentence.

1. carefully
2. innocently
3. quickly
4. hard
5. angrily

Activity 3

Change the following adjectives into adverbs of manner. Then use each in a sentence.

1. beautiful
2. poor
3. slow
4. patient
5. stubborn

Lesson Title: Types of Adverbs – Degree and Frequency	Theme: Grammar
Practice Activity: PHL1-L138	Class: SSS 1



Learning Outcomes

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

1. Define different types of adverbs and demonstrate understanding of their function in a sentence.
2. Identify different types of adverbs in a sentence.
3. Write sentences using different types of adverbs correctly.

Overview

An **adverb** is a word that modifies an adjective, a verb or another adverb. There are many different types of adverbs.

Adverbs of frequency tell how often something happens. They are often used to discuss routines or repeated activities, so they are often used with the present simple tense. They are a type of adverb of time.

There are 2 types of adverbs of frequency: definite and indefinite.

Definite adverbs of frequency refer to a specific timeframe. They include adverbs such as: weekly, daily, yearly.

Indefinite adverbs of frequency do not refer to a specific timeframe. They include adverbs such as: always, usually, frequently, often, commonly, sometimes, occasionally, rarely, seldom, hardly ever, never.

Adverbs of frequency can go in 3 different positions in a sentence.

Examples:

- **Sometimes** I eat breakfast.
- I **sometimes** eat breakfast.
- I eat breakfast **sometimes**.

Adverbs of degree tell the intensity of something. They are usually placed before the word they modify. They include words like: extremely, quite, just, almost, too, enough, very, completely, hardly, firmly, nearly.

Examples:

- This tea is **extremely** hot.
- The boys were running **too** fast.
- I have **almost** finished my homework.
- Her book is **quite** long.
- They were **just** leaving when the rest of the group arrived.
- The class was **very** excited about their trip.
- I think we have eaten **enough**.

Many adverbs of degree can also be other parts of speech, so it is important to carefully note the role they play in a sentence. To determine whether a word is an adverb of degree, ask yourself the following:

- Does it modify another word in the sentence?
- Does it tell you the intensity or degree of something?

The following examples explain the different uses of the adverbs 'too' and 'very':

- 'Too' as an adverb meaning 'also' goes at the end of the phrase it modifies.
Examples:
 - I would like to play football **too**, if you will let me.
 - Can I go to the market **too**?
- 'Too' meaning 'excessively' goes before the adjective or adverb it modifies.
Examples:
 - This tea is **too** hot.
 - I am not **too** short!
- 'Very' goes before an adverb or adjective to make it stronger.
Examples:
 - The child was **very** beautiful.
 - We worked **very** slowly.
- 'Very' discusses a fact, while 'too' suggests there is a problem.
Examples:
 - She speaks **very** quickly.
 - She speaks **too** quickly for me to understand.
 - It is **very** cold outside.
 - It is **too** cold outside to go for a walk.

Practice

Activity 1

Read the sentences and identify the adverbs. Then state whether the adverbs are examples of adverbs of manner, degree or frequency.

1. Be sure to pack enough water.
2. He sighed loudly.
3. We won nearly all of the races.
4. I do not often walk to school.
5. She cried noisily on the bench.
6. My father always makes dinner on the weekends.

Activity 2

Use the word bank to fill in the blanks with adverbs of frequency, degree or manner.

Word Bank

quietly	very	too	almost
busily	enough	often	never

1. She _____ cried _____ outside the principal's office.
2. I feel _____ sick today.
3. That is _____ rice, thank you.
4. I am _____ sick to go to school today.
5. My mother was _____ getting ready for the party.
6. He _____ landed perfectly, but fell at the last moment.
7. Khalid _____ goes out anymore; he is a homebody.

Activity 3

Use the following adverbs of degree and frequency in a sentence.

1. completely
2. almost
3. daily
4. often
5. seldom

Lesson Title: Vocabulary Development: Collocations	Theme: Reading
Practice Activity: PHL1-L139	Class: SSS 1



Learning Outcomes

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

1. Use context clues and inference to determine the meaning of collocations in a text.
2. Demonstrate understanding of collocations.

Overview

Collocations are expressions consisting of 2 or more words that often go together, and sound natural to native speakers of a language. There are no rules for why certain words sound natural together, so they can be challenging to learn and often require memorisation.

The features of **collocations** are as follows:

- Collocations are words that occur together in speech and writing.
Examples:
 - We have a meal. (Correct) / We take a meal. (Incorrect)
 - He wasted time. (Correct) / He misused time. (Incorrect)
- Collocations can be combinations of different parts of speech.
Examples:
 - adverb + adjective: fully aware
 - adjective + noun: strong coffee
 - verb + noun: save time

The following list shows some common collocations using the verbs 'make' and 'do':

Make

- make the bed
- make breakfast
- make money
- make friends
- make up (resolve a problem)
- make a phone call
- make a speech
- make plans
- make a mistake

Do

- do the housework
- do the shopping
- do a good job
- do business
- do exercise
- do well
- do the right thing
- do your best
- do a report

Practice

Activity 1

Read the story and summarise it in 4 to 5 sentences, in your own words.

Talk Like an Animal

Yesterday started off just like any other day. I had breakfast, **made my bed**, took out the trash and left the house. The **sun was shining**, and it was the perfect temperature outside. I **smiled to myself** and **headed off** to school. However, that is the last time things were normal.

I was making good time, so I decided to take the long road to school by going through the forest. I loved to listen to the **whisper of the wind** through the trees. I was just humming my favourite song when **all of a sudden**, I tripped! When I opened my eyes and dusted myself off, there was a **cute animal** with big brown eyes in front of me. It **batted its eyelashes** and smiled.

It looked like a cross between a rabbit and a bear. I did not feel scared at all because it was so fluffy and harmless-looking. Imagine my surprise, however, when it said, 'Wow, that was **quite a fall!** Are you okay?' I am sure I **wore the shock on my face** plainly. I replied, 'Um, yes. I am fine. Are you really talking to me right now?'

The animal giggled wildly and said, 'Of course animals talk! Humans usually do not stop long enough to listen! Have a great day!' And with that he hopped away.

I **jumped to my feet** and ran all the way to school. When I got there, I found my friend and quickly told her everything that happened. She stared at me wide-eyed, and then quickly **doubled over** laughing. When she **caught her breath** she said, 'Oh dear, I think you may have hit your head harder than you thought!'

I scowled at my friend, rubbing my head gently. She did not believe me! I knew what I saw! Or did I? I walked to class silently, **mulling over** if what I saw was real or not. I guess now I will never know.

Activity 2

Write a sentence for each of the following collocations with 'take'. The first one is done for you.

Example: take an examination

I am taking a Maths examination tomorrow.

1. take the bus
2. take a seat
3. take time off
4. take your time
5. take charge of
6. take notice

Lesson Title: Vocabulary Development: Collocations	Theme: Writing
Practice Activity: PHL1-L140	Class: SSS 1



Learning Outcomes

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

1. Use collocations to express an idea.
2. Write a text using appropriate vocabulary and collocations.

Overview

Collocations are expressions consisting of 2 or more words that often go together, and sound natural to native speakers of a language. They must be memorised or learned using context and inference, as there are no 'rules' for them.

The features of collocations are as follows:

- Collocations are words that occur together in speech and writing, and sound correct to native speakers of a language.

Examples:

- Go out of business. (Correct) / Get out of business. (Incorrect)
- The leaves rustled. (Correct) / The leaves rubbed. (Incorrect)

- They can be combinations of different parts of speech.

Examples:

- noun + noun: a burst of energy (not 'an explosion of energy')
- verb + adverb: cry hysterically (not 'cry crazily')
- noun + verb: dog's bark (not dog's roar)

The following list shows some common collocations using the verbs 'come', 'go' and 'get':

Come

- come close
- come first
- come into view
- come prepared
- come to a standstill
- come to terms with

Go

- go bald
- go crazy
- go fishing
- go missing
- go on foot
- go out of business

Get

- get a job
- get angry
- get married
- get permission
- get ready
- get worried

Practice

Activity 1

Read the text and your insert your own paragraph where indicated. Try to include collocations that you have learned in the last 2 lessons.

Talk Like an Animal

Yesterday started off just like any other day. I had breakfast, **made my bed**, took out the trash and left the house. The **sun was shining**, and it was the perfect temperature outside. I **smiled to myself** and **headed off** to school. However, that is the last time things were normal.

I was making good time, so I decided to take the long road to school by going through the forest. I loved to listen to the **whisper of the wind** through the trees. I was just humming my favourite song when **all of a sudden**, I tripped! When I opened my eyes and dusted myself off, there was a **cute animal** with big brown eyes in front of me. It **batted its eyelashes** and smiled.

It looked like a cross between a rabbit and a panda bear. I did not feel scared at all because it was so fluffy and harmless looking. Imagine my surprise, however, when it said, 'Wow, that was **quite a fall!** Are you okay?' I am sure I **wore the shock on my face** plainly. I replied, 'Um, yes. I am fine. Are you really talking to me right now?' The animal giggled wildly and said, 'Of course animals talk! Humans usually do not stop long enough to listen!'

[ADD PARAGRAPH HERE]

'Have a great day!' And with that he hopped away.

I **jumped to my feet** and ran all the way to school. When I got there, I found my friend and quickly told her everything that happened. She stared at me wide-eyed, and then quickly **doubled over** laughing. When she **caught her breath** she said, 'Oh dear, I think you may have hit your head harder than you thought!'

I scowled at my friend, rubbing my head gently. She did not believe me! I know what I saw! Or did I? I walked to class silently, **mulling over** if what I saw was real or not. I guess now I will never know.

Activity 2

Match the verbs, 'take', 'have' or 'break' with the phrases below. Put the phrases in the correct column. The first one is done for you.

1. a promise
2. the rules
3. a break
4. a problem
5. the law
6. a bath
7. the ice
8. notes
9. a relationship
10. a seat
11. a haircut

12. someone's temperature

13. a headache

14. a world record

15. a drink

16. the news to someone

Take	Have	Break
		a promise

Answer Key

Lesson Title: Grammar Review: Nouns, Pronouns, and Adjectives

Practice Activity: PHL1-L097

Activity 1

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

Activity 2

- pupils – common noun (plural)
- difficult – predicative adjective
- himself – emphatic pronoun
- them – object pronoun
- explanation – abstract noun
- concept – abstract noun
- Boima – proper noun
- idea – abstract noun
- substitution – abstract noun
- everyone – distributive pronoun
- class – collective noun
- happy – predicative adjective

Activity 3

Example answers:

1. all 2. class 3. chemistry 4. library 5. Mr Sensay 6. we 7. a 8. Monday

Lesson Title: Comparative Adjectives

Practice Activity: PHL1-L098

Activity 1

1. more obvious 2. stricter 3. prouder 4. more foolish 5. better 6. wiser 7. happier
8. more constructive 9. more secure 10. more recent

Activity 2

1. brighter, gloomier 2. cheaper, more expensive 3. heavier, stronger 4. more 5. more famous, more attractive

Activity 3

1. better 2. taller 3. healthier 4. worse 5. more expensive 6. more dependable
7. cheaper 8. more pricey/pricier

Lesson Title: Superlative Adjectives

Practice Activity: PHL1-L099

Activity 1

1. more suspicious, the most suspicious 2. meaner, the meanest 3. more cunning, the most cunning 4. more rustic, the most rustic 5. more passionate, the most passionate
6. meeker, the meekest 7. more distant, the most distant 8. more pleased, the most pleased 9. friendlier, the friendliest 10. less, the least

Activity 2

1. most tragic 2. thinnest, roundest 3. most careless 4. most dangerous 5. best

Activity 3

1. most serious
2. most ambitious
3. finest
4. most skilled
5. best
6. most motivated
7. most amazing

Lesson Title: Rhyme

Practice Activity: PHL1-L100

Activity 1

- a. beard b. bead c. there d. do

Activity 2

1. hills – thrills; peaks – speaks
2. b.
3. Yes, the pattern continues throughout.
4. b.
5. Examples: weeks, leaks, seeks, cheeks, beaks, squeaks, shrieks, peeks

Lesson Title: Vocabulary Development: Health

Practice Activity: PHL1-L101

Activity 1

1. He injured himself while walking to school.
2. His mother took him to the hospital.
3. She took his blood pressure, listened to his heart and took him for an X-ray.
4. She gave him pain medicine for his leg.
5. He was brave; he did not cry or complain.

Activity 2

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

Lesson Title: Vocabulary Development: Health

Practice Activity: PHL1-L102

Activity 1

1. saliva 2. oesophagus 3. absorbs 4. large intestine 5. waste

Activity 2

Example text:

Digestion begins in the mouth with saliva. After that, food moves down the oesophagus where it enters the stomach. When it leaves the stomach, it moves into the small intestine where nutrients are absorbed. The large intestine is the next stop, then waste leaves the body from the rectum.

Lesson Title: Reading Skills Development: Substitution of Words

Practice Activity: PHL1-L103

Activity 1

1. 'Talent' is a person's special skill.
2. 'They had lunch together, wore the same clothes and listened to the same music'.
3. The context clue is 'joke'.
4. Example synonyms:
a. resolve b. shock c. happily d. ashamed e. endure

Activity 2

Example synonyms:

1. construct; build
2. nap; slumber
3. lady; madam
4. tough; durable
5. excellent; splendid

Lesson Title: Reading Skills Development: Identifying Topic Sentences

Practice Activity: PHL1-L104

Activity 1

1. Bees are necessary for pollinating crops, so humans need them for our food.
2. According to the passage, the following factors have contributed to a decline in wild bees: changes in rural areas, the decline in flowering plants, the use of harmful chemicals and the increase in air pollution.
3. They are an authoritative source and make the information believable.
4. The statistics about the decline in the bee population and identification of causes of the decline in the bee population support the topic sentence.
5. The opening paragraph calls for changes in how humans manage the planet, and the last sentence gives recommendations for how to bring about the change required for bee colonies to grow again.

Activity 2

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

Lesson Title: How to Write a Five-Paragraph Essay

Practice Activity: PHL1-L105

Activity 1

1. It should contain 3 paragraphs.
2. A topic sentence should include the main idea of the essay and mention the topic.
3. True
4. True
5. A concluding paragraph summarises the 3 body paragraphs and restates the main idea from the introduction.
6. Education is over-valued in our society.

Activity 2

Example answers:

1. Teenagers should be allowed to vote because the issues important to them are different from those important to elders.
2. Free tertiary education would reduce the gap between rich and poor students.
3. Saving money is an essential life skill for people to learn.

Lesson Title: How to Write a Five-Paragraph Essay

Practice Activity: PHL1-L106

Activity 1

Example outline:

Introduction

Topic sentence: Bullying in schools is a social problem that affects pupils and causes long-term problems for children.

Body paragraph #1

Main idea: Victims avoid school.

Topic sentence: When pupils are bullied, they avoid coming to school and they suffer academically.

Body paragraph #2

Main idea: Victims have depression.

Topic sentence: Victims of bullying have higher rates of depression, which can have long-term health consequences.

Body paragraph #3

Main idea: Pupils can help a bullied person.

Topic sentence: Pupils can help a bullied peer by befriending them and giving social support.

Conclusion

Topic sentence: Bullying in schools has negative long-term effects for children, including depression and school avoidance, but pupils can help prevent it when they reach out to their bullied peers.

Activity 2

Example essay:

Bullying in schools is a social problem that affects pupils and causes long-term problems for children. From victims avoiding school to the serious problem of developing depression, the disruption that bullying provides is devastating. Peers can help in some ways, but regardless, it is important to take bullying seriously.

When a pupil is bullied, they avoid coming to school and suffer academically. The fear of seeing their bully and having to suffer whatever torment is being dished out that day is enough to keep some children at home. This can affect their entire lives, as they might not graduate and therefore may not find a good job. This can lead to economic hardship, which leads to depression.

Studies show that victims of bullying have higher rates of depression. This can have long-term health consequences as well as lead to low self-esteem. Bullying can make young people feel disconnected from their peers and cause a lack of self-confidence and a low sense of self-worth. Feeling alone and friendless in the teen years can seem like the end of the world.

The good news is that pupils can help a bullied peer by befriending them and giving social support. Sometimes, victims of bullying feel as if they have no friends and no one to talk to. Additionally, those who are doing the bullying might be less likely to pick on someone who is surrounded by a group of friends.

In conclusion, bullying in schools has negative long-term effects for children, including depression and school avoidance. However, pupils can help prevent it when they reach out to their bullied peers. There is a long way to go in solving the issue of bullying in schools, but when we work together we can raise awareness of the issue and help those affected most.

Lesson Title: Reading Comprehension – Descriptive Essay

Practice Activity: PHL1-L107

Activity 1

Example answers:

1. Examples of descriptive language are: dense forest; damp forest; green and lush overgrown trees; somewhat spooky forest.
2. This means that it is so quiet that the place feels scary or creepy.
3. The expression appeals to the sense of hearing/sound.
4. It is not a safe place for children to play. It can be a scary place.
5. The writer gets lost while playing hide and seek in the forest with her friend Marai.

Activity 2

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

Lesson Title: Reading Comprehension – Descriptive Essay

Practice Activity: PHL1-L108

Activity 1

1. It marks the turning point when the speaker decides to take control of her situation.
2. They were both lost in the forest.
3. The speaker had figured out how to get out of the forest; Marai had not.
4. Two examples of personification are: 'I saw the sun peek out from behind the clouds' and 'The sun seemed to wrap us in a warm hug'.

Activity 2

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

Lesson Title: Descriptive Essay

Practice Activity: PHL1-L109

Activity 1

Example outline:

Topic (What are you writing about?): 'My favourite place'

Descriptive words:

See	Hear	Taste	Touch	Smell
- tall palm trees - big, blue ocean - sand as far as the eye can see	- crash of the waves - children laughing	- cold juice - fresh mango	- warm sand - chilly ocean water	- salty sea - stale sweat - fragrant sunscreen

Details to include:

- Tall palm trees wave at me in the breeze.
- The crash of the waves is soothing as I close my eyes under the sun.
- The glass of cold juice sweats in my hand, leaving little drops of water on my leg.
- Warm sand squishes between my toes as spray from the ocean kisses my face.
- Salty sea water and fragrant sunscreen mix in a delightful way as I inhale deeply.

Activity 2

Example sentences:

1. See – The big, blue ocean invites me to come for a swim. (personification)
2. Hear – The sound of children laughing is like music to my ears. (simile)
3. Taste – The delicious, juicy mango is an explosion of flavour in my mouth. (metaphor)
4. Touch – The warm sand is as smooth and silky as my mother's party dress. (simile)
5. Smell – The stale smell of sweat from the teenagers playing football on the beach attacks my nose. (personification)

Lesson Title: Descriptive Essay

Practice Activity: PHL1-L110

Activity 1

Example outline:

Topic: 'My favourite place'

Introduction

Topic sentence: My favourite place is Tokeh Beach on the coast of Sierra Leone.

Body paragraph #1

Main idea: Soothing ocean

Topic sentence: There is something calming about being near the ocean.

Body paragraph #2

Main idea: Contrast of hot and cold

Topic sentence: My favourite thing about the beach is the contrast of hot and cold.

Body paragraph #3

Main idea: The scents of the beach

Topic sentence: The memory that lingers most is the many different scents of the seaside.

Conclusion

Topic sentence: Tokeh Beach, with its relaxing ocean, warm sand, cool water and pleasing fragrance is my favourite place of all time.

Activity 2

Example essay:

My Favourite Days at Tokeh Beach

My favourite place I have ever been is Tokeh Beach on the coast of Sierra Leone. I went with my family last year and the soothing ocean, fragrant beach and warm days contrasted with the cold ocean is something I will never forget.

There is something so calming about being near the ocean. The sound of the waves crashing on the beach is hypnotising. I often found myself lying in the sun, drifting somewhere between being awake and asleep as I forgot all my worries. The warm sand squished between my toes as spray from the ocean kissed my face, inviting me to come for a swim.

My favourite thing about the beach is the contrast of hot and cold. I loved walking with my feet in the cool, shallow water while the hot sun beat down on my head. The palm trees waved at me and they blew in the soft ocean breeze. Sometimes I would become brave enough to dive right into the chilly water just so I could then lie down on the hot sand, feeling as if the sun was giving me a big hug.

However, the memory that lingers most is the many different scents of the seaside. The salty, slightly fishy spray of the ocean water mixed with sweet, fruity drinks. The glass of cold juice would sweat in my hand, leaving little drops of water on my leg. Salty sea water and fragrant sunscreen mixed in a delightful way whenever I inhaled deeply. Even now, I cannot smell sunscreen without thinking of Tokeh Beach.

Tokeh Beach, with its relaxing ocean, warm sand, cool water and pleasing fragrance is my favourite place of all time. If I ever get a chance to go back there, I will in a heartbeat. Until then, I will live off the sweet memories of the beautiful coast of Sierra Leone.

Lesson Title: Types of Adjectives – Demonstrative, Interrogative

Practice Activity: PHL1-L111

Activity 1

1. interrogative adjective
2. demonstrative pronoun
3. demonstrative pronoun
4. interrogative pronoun
5. demonstrative adjective
6. interrogative pronoun
7. demonstrative adjective
8. interrogative adjective
9. demonstrative adjective
10. interrogative adjective

Activity 2

1. that, whose
2. those, this
3. which, these
4. what, that
5. which, that

Activity 3

1. what – interrogative; modifies actions
2. which – interrogative; modifies drug
3. that – demonstrative; modifies book
4. whose – interrogative; modifies textbook
5. those – demonstrative; modifies explanations

Lesson Title: Types of Adjectives – Quantitative, Distributive

Practice Activity: PHL1-L112

Activity 1

1. distributive
2. definite quantitative
3. distributive
4. distributive
5. indefinite quantitative
6. indefinite quantitative
7. indefinite quantitative
8. indefinite quantitative

Activity 2

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

Activity 3

1. eighth – definite quantitative; modifies girl
2. whole – indefinite quantitative; modifies farm
3. every – distributive; modifies candidate
4. neither – distributive; modifies shop
5. all – indefinite quantitative; modifies women

Lesson Title: Comprehending a Listening Passage – Dialogue

Practice Activity: PHL1-L113

Activity 1

1. A dialogue is a conversation between 2 or more people.
2. A dialogue is most often used as part of a book, play or movie.
3. Fatmata moved from upcountry.
4. Fatmata is nervous because she does not know anyone from the new school and does not know where her class is.
5. Doris offers to show Fatmata the computer lab and help her find her class. This shows that she is kind and friendly.

Activity 2

Example dialogue:

Doris: Here is your new classroom! The teacher is really nice.

Fatmata: Thank you so much. How will I ever repay you?

Doris: You can meet me for lunch and tell me all about your old home. I love hearing about different places.

Fatmata: That I can do!

Lesson Title: Order of Adjectives

Practice Activity: PHL1-L114

Activity 1

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

Activity 2

1. Five admirable African
2. large, red, Japanese, leather
3. one, long, fearful
4. beautiful, new, Nigerian, glass
5. tall, white, American

Activity 3

Example sentences:

1. I bought a lovely brown English bag for Mary.
2. Our team included some amazing young African stars.
3. Remarkably strong, brilliant young women came forward to answer the challenge.
4. They pushed a tiny, circular, metal piece into the crevice of the rock.
5. The fat, grey, conical design was my choice.

Lesson Title: Types of Adjectives – Possessive

Practice Activity: PHL1-L115

Activity 1

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

Activity 2

1. your, hers
2. my, his
3. ours, theirs
4. its, yours
5. his, her

Activity 3

Examples sentences:

- You forgot **my** pencil.
- We should loan him **your** sweater because he is cold.
- I lost **her** book.
- She lost **his** homework.
- He drove **their** car to Bo.
- It wags **its** tail.
- They want **our** team to play next weekend.

Lesson Title: Types of Sentences –Simple, Complex, Compound

Practice Activity: PHL1-L116

Activity 1

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

Activity 2

1. simple sentence
2. compound sentence
3. compound sentence
4. complex sentence
5. compound sentence

Activity 3

Example sentences:

Simple:

- I have a goat.
- I have a cow.
- I like to go to parties.

Compound:

- I have a goat and she has a cow.
- I like to go to parties but my sister would rather not.
- We worked hard all week, so we can now relax.

Complex:

- Before joining the basketball team, Musa was a star football player.
- Because my sister does not like parties, she never wants to attend them.
- We have a dairy cow, which gives us milk.

Lesson Title: Present Perfect
Practice Activity: PHL1-L117

Activity 1

Example answers:

1. has not bought
2. has, built
3. has studied
4. have, done
5. have not made
6. have, woven
7. has addressed
8. have, studied
9. have prepared
10. have, visited

Activity 2

Example sentences:

1. I have not done an assignment this week.
2. Neither Musu nor Mambu has sent the application letter.
3. We have not done any unhealthy exercise.
4. He has barely completed the building.
5. Gbessay has not repaired any of the machines.

Activity 3

Example sentences:

Positive:

- The lions have eaten all the gazelles in the park.
- Queen Elizabeth has ruled England for decades.
- We have played our last netball match.

Negative:

- They have not begun Ramadan.
- I have not completed my homework.
- Samuel has given me the best present ever!

Questions:

- Who has borrowed my textbook?
- Have you seen my sister?
- Has she bought a new bicycle?

Lesson Title: Present Perfect Tense (with ever, never, already, yet)
Practice Activity: PHL1-L118

Activity 1

1. already
2. never
3. yet
4. ever
5. yet

Activity 2

1. The company has never paid our allowances.
2. The registrar has refused to admit new students.
3. Bundu and Alfred have barely prepared the menu.
4. The criminal has denied that he visited Bo in June.
5. Neither hard drink nor meat has been served at the feast.

Activity 3

Example sentences:

- I have never been to India.
- He has never turned in an assignment late.
- Have you ever studied French?
- Nobody has ever caught the thief.
- I have already completed my homework.
- The museum has already closed.

- Have you fed the animals yet?
- They have not eaten yet.

Lesson Title: Reading Comprehension – WASSCE Text

Practice Activity: PHL1-L119

Activity 1

Example answers:

1. Because the title uses a question mark, you wonder if it really is a holiday.
2. The village is small and unexciting, whereas Lagos is unknown and exciting.
3. He believes in the wonderful luxury of Lagos when he has not yet been there, so he has expectations that cannot be met.
4. The filth, ugliness and broken buildings may disappoint him.
5. Example synonyms:
 - a. victoriously
 - b. famous
 - c. collapsing
6. 'He had always pictured Lagos as a wonderland of bright lights, paved roads, beautiful houses and elegant people riding in their expensive cars.'
7. Eze may have heard stories from people in the community or seen images on the television.
8. Invited to spend Easter holidays with his uncle in Lagos, Eze is excited about the prospect of going to the city for the first time. Upon reaching Lagos, he is disappointed by the realities of the city but he remains optimistic that there is much to look forward to.

Activity 2

Example sentences:

1. The team cheered triumphantly after winning the match.
2. Ronaldo is a legendary footballer.
3. The wall was crumbling.

Lesson Title: Reading Comprehension – WASSCE Text

Practice Activity: PHL1-L120

Activity 1

Example answers:

1. In the village, Uncle Chike is seen as a well-to-do trader, but in Lagos he does not live well at all, and is quite poor.
2. Uncle Chike lives in a single room in a bad part of the city. He has no water. The breakfast Eze eats is of poor quality.
3. The villagers are friendly to each other, but the city people are not.
4.
 - a. The food is unhealthy and of poor quality.
 - b. The water supply is scarce, unclean and unreliable.
 - c. The accommodation of Eze's uncle is dirty, small and uncomfortable.
 - d. The village can be boring but the food is fresh and healthy, the water is clean and life is peaceful.
5. Eze leaves the village with high hopes of living in luxury with his uncle in Lagos, but is disillusioned because his uncle is poor and the city is unpleasant. So, he wants to go back to his village.
6. Example synonyms:
 - a. airless
 - b. rushed
 - c. sweaty
 - d. pushing
 - e. irritable

Activity 2

Example sentences:

1. The room was crowded with people, and the air was hot and stuffy.
2. We hurried home to avoid the rain.
3. The baby was both hot and clammy because of her fever.
4. The boys argued and began shoving each another.
5. I had very little sleep last night so I am bad-tempered this morning.

Lesson Title: Past Perfect Tense

Practice Activity: PHL1-L121

Activity 1

1. had left 2. had finished 3. had gone 4. had ... reached 5. had never driven

Activity 2

1. had not seen 2. had not left 3. had not flown 4. had been 5. had not sent

Activity 3

1. What had she found before she called the police?
2. Had you played here before?
3. Had Sarah spoken to George before she went to pick him up?
4. Had he updated the software before he switched off the computer?
5. Had you ever visited Lagos before you went in 2015?

Lesson Title: Past Perfect Tense (with simple past)

Practice Activity: PHL1-L122

Activity 1

1. sang, had played 2. watched, had gone 3. had made, called 4. was ... tired, had studied 5. had ridden, met

Activity 2

1. had not seen 2. had not practised 3. had not bought 4. had not greeted
5. had not closed

Activity 3

Example sentences:

- The children were exhausted because they had been playing football all afternoon.
- I had already finished my breakfast when my sister got up.
- I had not even started my homework when the power went off.
- She lost her wallet just before we had gotten into the taxi.
- Had you already decided to move before those awful neighbours came?
- Had you memorised the equations before the test?

Lesson Title: Concord – Subject-Verb Agreement

Practice Activity: PHL1-L123

Activity 1

1. is 2. writes 3. write 4. wants 5. want 6. are

Activity 2

1. mother 2. realise 3. wash 4. have 5. babies 6. are 7. tree

Lesson Title: Introduction to Adverbs
Practice Activity: PHL1-L124

Activity 1

1. every day 2. last year 3. nearby 4. everywhere 5. already 6. upstairs 7. yesterday 8. now 9. outside 10. downhill

Activity 2

Example answers:

1. She **usually** studies after class.
2. I **seldom** put salt on my food.
3. We **rarely** eat meat.
4. I **never** sing in public.
5. Fatu **often** gets good marks.

Activity 3

Example sentences:

- I **frequently** go to the village. (frequency)
- I **never** eat beef. (frequency)
- I have to go to school **now**. (time)
- **Yesterday** I went to the market. (time)
- I looked **everywhere** for my bag. (place)
- My sister's wedding will be held **nearby**. (place)
- She walked **gracefully** to the front of the room. (manner)
- We drove **fast** along the highway. (manner)

Lesson Title: Future Perfect Tense
Practice Activity: PHL1-L125

Activity 1

Example answers:

1. I will have finished breakfast by 7 o'clock tomorrow morning.
2. By 8:30 tomorrow morning, I will have gone to school.
3. I will have had lunch by noon tomorrow.
4. By 3 p.m. tomorrow, I will have played football.
5. I will have made dinner by 5 o'clock in the evening tomorrow.
6. I will have finished my homework by 7 o'clock tomorrow night.

Activity 2

Example answers:

1. By the time I am 30 years old, I will have bought a car.
2. By the end of the weekend, I will have eaten lunch with my grandmother.
3. I will have had 2 children by the time I am 35.
4. By my mid-twenties, I will have graduated university.
5. By the end of the year, I will have gone to my sister's wedding.
6. I will have visited another country by the time I die.
7. Before I finish SSS I will have learnt how to speak French.
8. By this time next year, I will have built a house.
9. By the end of SSS 3 I will have sat WASSCE.
10. Before my baby sister graduates JSS, I will have started my own business.

Lesson Title: Future Perfect Tense
Practice Activity: PHL1-L126

Activity 1

1. I will not have bought a new dress by prom.
2. Will you not have taken a holiday by the time you are 19?
3. I will not have sold any of my merchandise by summer.
4. Yenor will not have grown any taller by next year.
5. You will not have cleaned anything by Thursday.

Activity 2

1. Will Alpha have gone shopping by next week?
2. Will he have fetched water by tomorrow?
3. Will you have grown tomatoes by next season?
4. Will Tenneh have exercised by 4 p.m.?
5. Will the boys have eaten by this evening?

Lesson Title: Vocabulary Development: Phrasal Verbs
Practice Activity: PHL1-L127

Activity 1

1. She settled her nerves by taking a few deep breaths.
2. She found it hard to move at the same pace as the other girls.
3. She tried to behave in a way that would attract attention.

Activity 2

Example sentences:

1. We have never had to go through something so difficult before.
2. I put on my sweater because it was cold outside.
3. Shari always looks forward to Christmas.
4. When I am angry it takes me a while to cool down.
5. She wanted to show up at school with a new hairstyle.

Lesson Title: Vocabulary Development: Phrasal Verbs
Practice Activity: PHL1-L128

Activity 1

1. looking after – watching; taking care of
2. ran into – met unexpectedly
3. stand by – support
4. give up – stop doing something that is too difficult
5. sitting in – substituting
6. call off – cancel
7. came up with – thought of an idea
8. get back at – get revenge

Activity 2

Example sentences:

1. If I have time, I will drop by this afternoon.
2. I am feeling so lazy; do you mind if we eat out tonight?
3. Sometimes I feel like it is a struggle just to get by.
4. My sister pointed out to me that I had a stain on my shirt.
5. My friend wanted to drop out of school, but I encouraged her not to do it.

Activity 3

Example paragraph:

My mother **pointed out** that I was not doing well in school. She decided to **call on** my teacher to **talk it over**. In the past I had **turned down** offers for extra help, but now I knew that I would need to **reach out** for help if I wanted to avoid **dropping out** of school.

Lesson Title: Reading Skills Development: Paraphrasing

Practice Activity: PHL1-L129

Activity 1

1. The CDC is the Centres for Disease Control and Prevention.
2. The first time an organisation is mentioned in an article, the writer will put the acronym in brackets.
3. The final quote is from Gary Nolan of the Smoker's Club.
4. No, Gary Nolan is part of a smoker's rights group which disagrees with the ban.

Activity 2

Example paragraphs:

The director of the CDC, Dr Thomas R Frieden, believes that abolishing smoking from indoor areas is a 'low-cost, high-impact strategy that will protect non-smokers'. Reducing health-associated costs for non-smokers, along with allowing them to lead long and healthy lives, is the way forward, according to the director.

The efforts by the government to have bars and restaurants do away with indoor smoking is 'just a little bit more liberty slipping away at the hands of big government', says Gary Nolan of the Smokers Club. The representative from the smoker's rights group would not be shocked if the government were successful in their mission.

Lesson Title: Reading Skills Development: Using the Dictionary

Practice Activity: PHL1-L130

Activity 1

1. A bird was born beneath the Tree of Knowledge.
2. It means that the bird flew very fast.
3. The bird in the flames died.
4. A new Phoenix bird arose from the red egg.
5. He means that the bird is flying.
6. The second paragraph is about how the Phoenix is not only the bird of Arabia, but of all the world. The author demonstrates this by using figurative language and naming different places like Greenland, England and the Ganges.

Activity 2

1. Glimmer (noun): A faint or wavering light
Example sentence: A glimmer of light peeked through the clouds.
2. Pious (adjective): Devoutly religious
Example sentence: The pious family prayed together.
3. Lotus (noun): A large water lily
Example sentence: The lotus flower drifted on the water.
4. Sacred (adjective): Regarded with great respect and reverence by a particular religion, group, or individual
Example sentence: This animal is sacred to indigenous populations.
5. Dusty (adjective): Covered in dust.
Example sentence: The books have been on the shelf for ages and are very dusty.

Lesson Title: Report Writing

Practice Activity: PHL1-L131

Activity 1

Example outline:

Report on Day of the African Child

Introductory paragraph: The annual celebration of the Day of the African Child was held on 16th June, 2017.

Body

Main idea 1: All pupils arrived to catch the bus to Bo District on time.

Main idea 2: In total, 16 schools participated and took to the streets of Bo with a brass band and banners.

Main idea 3: The parade lasted 45 minutes, and the media was there to cover the event.

Closing sentence/paragraph: It was a successful event that ran smoothly, and we are awaiting photographs from the photographer.

Submitted by:

Name: Isata Deen

Appointment/Designation: Class Prefect.

Lesson Title: Report Writing

Practice Activity: PHL1-L132

Activity 1

Example report: see Practice Activity 2.

Activity 2

1. The event was held on 16th June, 2017.
2. This was the first time King's Secondary School had participated.
3. The day seems to be about keeping children in school.
4. Sixteen schools participated in the event.
5. No, a more detailed report will be in the school newspaper.
6. Isata Deen wrote the report.

Lesson Title: Voiced and Unvoiced Consonants

Practice Activity: PHL1-L133

Activity 1

1. voiced
2. voiced
3. voiced
4. voiced
5. voiced
6. unvoiced
7. unvoiced
8. voiced
9. unvoiced
10. unvoiced

Activity 2

1. unvoiced
2. voiced
3. voiced
4. unvoiced
5. unvoiced
6. voiced
7. voiced
8. unvoiced
9. unvoiced
10. unvoiced

Lesson Title: Comprehending a Listening Passage – Dialogue

Practice Activity: PHL1-L134

Activity 1

1. Unama thinks Finda is being silly and ridiculous.
2. Unama thinks Finda should wear a dress because everyone else will be.
3. It suggests she is feeling annoyed.
4. The conversation ends with their mother asking the girls to do their chores.
5. The instructions in the brackets include actions that show how the characters feel.

Activity 2

Example paragraph:

There was a time when I was with my older cousins and they were drinking alcohol. They kept offering it to me, but I did not want to drink any. I felt very uncomfortable the whole time because I wanted them to think I was cool. At the same time, I knew that it was irresponsible to drink, and that I would not like the way it would make me feel. I made up some excuse that I had to leave and felt good that I was not pressured into something I did not want to do.

Lesson Title: Active and Passive Voice

Practice Activity: PHL1-L135

Activity 1

1. The baby was carried by the man.
2. The undercarriage of the car was rusted by the water.
3. The Serengeti is visited by thousands of tourists every year.
4. The moon was viewed through a telescope by our class.
5. The wedding plans are being made by my mother.

Activity 2

1. The obstacle course was run in record time.
2. Carrots are grown in large pots.
3. The victory will be celebrated.
4. The house was painted.
5. Instructions will be given to you.

Activity 3

1. The book was written 100 years ago.
2. When were you born?
3. The presentation will be given by Isaac.
4. The lesson is going to be taught by me.
5. The bus is being driven to town.

Lesson Title: Active and Passive Voice

Practice Activity: PHL1-L136

Activity 1

1. passive
2. passive
3. active
4. passive
5. active
6. active

Activity 2

1. The dog bit the girl.
2. The scientists conducted many experiments.
3. Many applicants to the school failed the examination.
4. I have damaged your bicycle.

5. Sabatu presented research at the conference.
6. Most of the pupils are reading the book.

Activity 3

The exam was developed by the teacher. The pupils revised their lessons every day to study for it. They wanted to make sure they knew the material well. A lot of homework was assigned to help them prepare as well.

Lesson Title: Types of Adverbs – Manner
Practice Activity: PHL1-L137

Activity 1

Example answers:

1. clearly
2. politely
3. roughly
4. happily
5. desperately
6. recklessly
7. impatiently
8. carefully
9. quietly
10. loudly

Activity 2

Example sentences:

1. I **carefully** walked through the bushes.
2. She **innocently** shrugged her shoulders at me.
3. We walked **quickly** through the dark alley.
4. I thought **hard** about what I would do next.
5. He shouted **angrily** at his sister.

Activity 3

Example sentences:

1. She danced the waltz **beautifully**.
2. I performed **poorly** on the examination.
3. We ran **slowly** around the football pitch.
4. The teacher waited **patiently** for us to figure out the answer.
5. He **stubbornly** refused to return my bicycle.

Lesson Title: Types of Adverbs – Degree and Frequency
Practice Activity: PHL1-L138

Activity 1

1. enough – degree
2. loudly – manner
3. nearly – degree
4. often – frequency
5. noisily – manner
6. always – frequency

Activity 2

1. She often cried quietly outside the principal's office.
2. I feel very sick today.
3. That is enough rice, thank you.
4. I am too sick to go to school today.
5. My mother was busily getting ready for the party.
6. He almost landed perfectly, but fell at the last moment.
7. Khalid never goes out anymore; he is a homebody.

Activity 3

Example sentences:

1. The box of biscuits is completely empty.
2. We almost finished the examination before the time expired.
3. I walk to school daily.
4. My mother often teaches the small children at church.
5. Suzan seldom forgets to polish her shoes.

Lesson Title: Vocabulary Development: Collocations

Practice Activity: PHL1-L139

Activity 1

A girl is having a completely normal day when she decides to walk through the forest to get to school. While walking, she trips and falls. When she opens her eyes, she sees an unusual animal that proceeds to talk to her. After the encounter, she runs to school to tell her friend about it, but the friend does not believe her. Because her friend does not believe her, she questions her own experience and wonders if she really saw what she thought she did.

Activity 2

Example sentences:

1. Do not take the bus – it will take too long.
2. Go ahead and take a seat by your friend.
3. I am looking forward to taking time off after this project.
4. Feel free to take your time, as I am in no hurry.
5. She thinks she needs to take charge of the situation.
6. Do not take any notice of what he says, for it is nonsense.

Lesson Title: Vocabulary Development: Collocations

Practice Activity: PHL1-L140

Activity 1

Example paragraph:

I sat there thinking that I might have **gone crazy**. I needed to **come to terms with** the fact that there was an animal talking to me. I decided the best course of action was to **pay it a compliment**. 'Well, I am glad that the animal I got to talk to was you!' I said.

Activity 2

Take	Have	Break
a break	a problem	a promise
a bath	a relationship	the rules
notes	a haircut	the law
a bath	a headache	the ice
someone's temperature	a drink	a world record
		the news to someone

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