

**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Pupils' handbook for

JSS Language ARTS

**JSS
3**

**Term
1**

STRICTLY NOT FOR SALE

FOREWORD

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

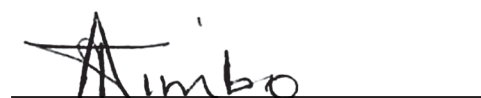
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

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

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

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

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

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

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve this DO NOT WRITE IN THE BOOKS.

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Introduction

to the Pupils' Handbook

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

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



Learning Outcomes

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|---|------------------------|
| Lesson Title: Oral Narrative (Self-Introduction) | Theme: Speaking |
| Practice Activity: PHL-09-001 | Class: JSS 3 |



Learning Outcomes

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

1. Express yourself fluently and purposefully.
2. Speak spontaneously and fluently when introducing yourself.

Overview

A good **self-introduction** tells people about you. The outline below gives you some ideas of what to include when introducing yourself:

- your name
- your age
- the town/village you come from
- your family background – Who do you live with? How many brothers and sisters do you have? What are their ages?
- your educational background – What class are you in? What do you like to study?
- your hobbies (what you do in your leisure time)

It is important to be able to speak confidently when introducing yourself to others. When you introduce yourself, remember the following:

- When you meet people, they want to know about you and your background so you must be able to express yourself well.
- Most of the time, these conversations are spontaneous or unplanned.
- You must speak clearly in simple language so that the people listening to you will understand you.
- You must speak clearly and loudly so that everyone you are talking to can hear you.

Practice

Activity 1

Use the self-introduction outline below to write an introduction about yourself. You can also use the points you developed in class to write the paragraph about yourself.

- your name
- your age
- the town/village you come from
- your family background
- your educational background
- your hobbies
- your favourite foods
- what you think you will be doing ten years from now

Activity 2

Add the following information to your self-introduction:

- your parents' occupation or job
- what job would you like to have in the future
- the languages you speak

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|---|------------------------------------|
| Lesson Title: Fluent Reading Exercises | Theme: Reading and Speaking |
| Practice Activity: PHL-09-002 | Class: JSS 3 |



Learning Outcome

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

Overview

The rise and fall of your voice when you are speaking is called **intonation**. Your intonation when you read aloud is important. Proper intonation makes it easier for listeners to understand and enjoy what you are reading to them.

Stress is also important. It is the emphasis that you put on a word in a sentence or a syllable in a word when speaking or reading aloud. When you stress a word or words in a sentence, you are showing the listener that those words are important.

Practice

Activity 1

Read the following sentences. Stress the words in bold as you read them aloud.

1. **Who** is **going** to the **match**?
2. They like **peas** and **beans**.
3. **Where** did I **forget** my **keys**?
4. That **goal** was **incredible**!
5. The **weather** was **terrible** and **everybody** **complained** about the **heat**.

Activity 2


Read the following paragraph aloud three times. First, read it with a calm tone of voice. Read the paragraph again in a sad tone of voice. Finally, read the paragraph aloud in an angry tone of voice. After you have read the paragraph three times, answer the questions on it.

My baby brother is playing outside in the mud. He is having so much fun, but he is making an awful mess! I guess I will have to be the one to clean up.

Comprehension questions

1. How did you change your voice to change your tone when you read the paragraph aloud?
2. Which parts of the paragraph did you emphasise each time

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| Lesson Title: Revision of the Eight Parts of Speech | Theme: Grammar |
| Practice Activity: PHL-09-003 | Class: JSS 3 |

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|  Learning Outcomes By the end of the lesson, you will be able to: <ol style="list-style-type: none"> 1. Name the eight parts of speech. 2. Identify the eight parts of speech in sentences. |
|--|

Overview

Parts of speech are categories of words in sentences. There are eight different parts of speech. They are defined by how they are used and their functions in a sentence.

The table below explains the eight parts of speech and gives examples of each.

| Part of Speech | Definition | Examples |
|---------------------|--|--|
| Noun | Nouns name people, places, ideas or things. | Musa, house, food |
| Pronoun | Pronouns replace nouns. They are often used to avoid repetition. They are also used to show ownership of something by someone. | I, they, it, he, she |
| Verb | Verbs show action or a state of being and the time of that action or state of being – the past, present or future. | eat, cook, feel, think |
| Adjective | Adjectives describe (modify) nouns. They show things like size, appearance and number. | hungry Musa, warm food, small house |
| Adverb | Adverbs modify verbs, adjectives or other adverbs. They show how, when, where and how much. | eat quietly , extremely bright, very timidly |
| Preposition | Prepositions show how a noun or pronoun is related to another word in a sentence. They usually explain the position of things. | Musa ate his meal on a plate in his house. |
| Conjunction | Conjunctions join two or more words, phrases or clauses in a sentence. | Musa ate chicken and rice; however , he did not eat the bananas. |
| Interjection | Interjections show excitement or sudden emotion and are usually followed by an exclamation mark. | Yeah! Hurrah! Wow! |

Practice

Activity 1

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

- noun
- pronoun
- adjective
- verb
- adverb
- preposition
- conjunction
- interjection

Activity 2

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

1. **No!** The fat cat ate **my** fish.
2. She **put** the book **on** the table.
3. The pupils **quickly** raised their hands to answer the **question**.
4. I will go **to** town after **school**.
5. What do you **think** is the best way to solve this **geometry** problem?
6. Do **they** want to drink coffee **or** tea?

Activity 3

Write three sentences. Each sentence should have at least five different parts of speech in it. Then identify the parts of speech in each of your sentences.

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|-------------------------------|-----------------------|
| Lesson Title: Nouns | Theme: Grammar |
| Practice Activity: PHL-09-004 | Class: JSS 3 |



Learning Outcome

By the end of the lesson, you will be able to identify abstract and concrete nouns and use both in sentences.

Overview

Remember, a **noun** is a person, place, thing or idea.

Examples:

- person: brother, Sylvia, Africans, teacher
- place: Sierra Leone, lake, continent
- thing: book, tree, window
- idea: peace, health, wisdom

A **concrete noun** names something that you can count, see, hear, taste, smell or touch. A concrete noun names an object or a thing that you can experience with one or more of your five senses.

Examples: cow, concert, food, cotton, perfume

An **abstract noun** is something that you cannot taste, touch, smell, hear or see. You cannot experience it with your five senses. An abstract noun usually names an idea, feeling or concept.

Examples: honesty, anger, love

Practice

Activity 1

Write ten examples of concrete nouns. Then use the concrete nouns in sentences.

Activity 2

Write ten examples of abstract nouns. Then use the abstract nouns in sentences.

Activity 3

Read the following sentences. Identify whether the words in bold are abstract nouns or concrete nouns.

1. The **people** were filled with **fear**.
2. My **mother** has so many **friends**.

3. **Patience** is a **virtue**.
4. **Life** is complicated when you have **problems**.
5. **Grandfather** always shows **kindness** to us.
6. We flew to **Europe** with **enthusiasm**.

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| Lesson Title: Reading Comprehension | Theme: Reading and Speaking |
| Practice Activity: PHL-09-005 | Class: JSS 3 |



Learning Outcomes

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

1. Read fluently with appropriate voice modulation.
2. Answer comprehension questions about a short text.

Overview

Voice modulation is the way that you change your voice. We do this when speaking or reading aloud. For example, you can lower your voice and speak softly and slowly to make something seem mysterious. Or you can raise your voice and speak harshly to show anger.

When reading aloud, it is important to use proper voice modulation. This makes what you are reading more interesting for the listener. It also makes the main idea and important information easier to identify and understand. When reading aloud, remember to use correct **intonation** – the way your voice rises and falls when speaking – and also to **stress** the important words and expressions. Together, stress, intonation and voice modulation help to improve your oral reading fluency.

When you read a text, also pay attention to the main ideas and look for the most important information. Reading comprehension questions help you to make sure that you have understood what you read.

Practice

Activity 1

Read the following text aloud. While you are reading, practise correct voice modulation. Remember to think about your intonation and the stress that you put on different words or expressions.

Brima's Bad Idea

We had all heard the announcement from the Principal that morning. He said we should all be disciplined in order to be good citizens in the near future. Good behaviour, respect for teachers and prefects, and not playing truant in school were some of the points he highlighted.

I was in class copying my notes. Brima, one of my best friends, left his own class and came to tell me that there were ripe mangoes at the back of the school workshop, an area forbidden to pupils. He wanted me to sneak out of class with him to go and pick mangoes.

He gave a very tempting description of the ripe mangoes. I asked myself, 'Is this a good idea?' But it was only ten minutes to lunch break and I was hungry. We sneaked out of our classes and went to the mango tree.

I was the first to climb up the tree and when I saw the ripe mangoes I thought, 'Wow! How appetising they are.' I started plucking the ripe ones and putting them in my shirt.

Unfortunately, one of the mangoes fell on top of the roof of the workshop. It was a loud bang! The Principal was in the workshop and dashed out and saw me up the tree. He shouted, 'Bundor, come down!'

I was so surprised to see him that I lost my balance and fell down right in front of him. All of the mangoes fell out of my shirt and rolled to his feet. Some of them burst open and the juice stained my shirt. It was so embarrassing!

Activity 2

Answer the following comprehension questions about the text you just read.


1. Where were the ripe mangoes?
2. Why do you think the workshop area was forbidden?
3. Why did Bundor decide to climb the tree and pick the mangoes?
4. Did Brima and Bundor demonstrate good discipline with their actions? Explain why, or why not.
5. How did the Principal react to finding Bundor in the tree?

Activity 3

The words below are from the text. Write a definition for each word and then write your own sentence using the word.

1. disciplined
2. highlighted
3. forbidden
4. tempting
5. dashed out

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| Lesson Title: Reading Comprehension from a Selected Passage | Theme: Reading |
| Practice Activity: PHL-09-006 | Class: JSS 3 |

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|  <p>Learning Outcomes By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Read silently. 2. Answer factual and inferential questions. 3. Use new words in sentences. |
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Overview

Reading comprehension is the ability to read a text and understand and interpret its meaning. Reading different types of texts is important, especially in preparing for the BECE. The more you read, the more you will be able to read fluently, be able to understand what you have read and be able to answer questions. Also, reading many different texts exposes you to a variety of words and helps build your vocabulary.

You are usually asked to answer questions about a text to check your reading comprehension. There are many different types of questions that you could be asked. Two types of comprehension question are literal and inferential.

Literal questions have a clear, specific answer. The answers to literal questions can be found directly in the text. These questions usually ask: ‘who’, ‘what’, ‘where’ or ‘when’.

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

Practice

Activity 1

Read the text below carefully and answer the comprehension questions.

Buried in Trash

Have you noticed how much litter there is **nowadays**? Walk down almost any street, and you will see trash. Visit any beach, and you will see litter. Major highways are littered with discarded paper, trash bags and bottles. Litter seems to be everywhere.

Now, I really do not think most people mean to litter. They probably think that a piece of paper, orange peels, their gum wrapper and other things they drop are small things. After all, no one will notice the one thing they threw away. But when you put all these small

amounts of litter together, you have a lot of trash. Clearly, we need to do something differently. People's **habits** need to be changed. They need to find the nearest bin and drop their trash in it and not on the ground.

What we need is a national effort to stop people from littering. I know there are laws against littering and fines for those who are caught. But have you ever seen anyone get a ticket for throwing an empty water sachet out of a car? What we need is a more aggressive programme for giving tickets to people who break litter laws.

We need to instil good habits early to stop people from being so **casual** about litter. In fact, we should **mandate** that every school must teach pupils about the problems caused by littering. It would also help if schools would establish rules prohibiting littering on school grounds to **reinforce** this teaching in the classroom. It's time to act now, before we are buried in trash.

Comprehension questions


1. Name three things that cause litter on our streets and beaches.
2. Who litters the streets and beaches?
3. Why does the writer say we are buried in trash?
4. What two things can be done to solve this problem?
5. How do you think the writer feels about the litter on the streets?

Activity 2

In the text, some words are printed in bold. Using a dictionary, find their meanings and use them in sentences of your own.

1. habits
2. nowadays
3. casual
4. reinforce
5. mandate

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| Lesson Title: Reading Comprehension from a Selected Passage (Continuation) | Theme: Reading |
| Practice Activity: PHL-09-007 | Class: JSS 3 |

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|  | <p>Learning Outcomes</p> <p>By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Read to improve your reading skills. 2. Recall facts and ideas. 3. Infer meaning from a text. 4. Answer questions on a short passage. |
|---|---|

Overview

The best way to improve your **reading skills** is to read as much as possible and to read as many different types of writing as possible.

When reading, make sure you pay attention to the important information in the text. **Literal questions** will ask you to recall facts from the text. You can look for the answer to these questions in the text. For example, where is the main character from or when did the family move?

It is also important to be able to **infer meaning** from a text. This means that you can read ideas as well as words. When you infer meaning you use the contextual clues, or hints, in the text to make conclusions about what the author means. This is often called ‘reading between the lines’. For example, if Lizette leaves the room in a hurry and slams the door shut after her, you can infer from her actions that she is upset.

Practice

Activity 1

Read the text below carefully and answer the comprehension questions.

Domoso’s Decision

After the late evening prayers, the elders and villagers assembled outside Mai’unguwa Domoso’s zaure. Domoso supplied two bush lamps and Kanwa provided a third. The District Head **brought along** a Tilley lamp, which his driver lit. The light from the three bush lamps was quite lost in the Tilley lamp.

When everyone had settled in a circle around the District Head, Sani and two of his friends **crept** forward. They kept in the shadows as much as possible, for they were meant to be studying the Koran at the Imam’s house.

The District Head then spoke to Mai’unguwa and the elders, ‘I hope you are prepared to send three children from the village to school.’

There was absolute silence. The District Head and Malam Tanko looked at Domoso questioningly.

‘You mean no one is ready to send his children to school?’ exclaimed Malam Tanko in a **shocked** squeak. ‘Your village will never progress unless you take advantage of this wonderful opportunity. Whenever you are sick and come to the dispensary at Raki, it is an educated man who heals you. Can’t you understand?’

Nomau **interrupted** him **crossly**. ‘School only softens the bones of children. They will not work for us. The only thing they can lift is a book. They lose their respect for their fathers. We have seen the results in Raki. We want none of it.’

Comprehension questions


1. What types of lamps were used for the meeting? Which was brighter?
2. Who were the elders present at the meeting?
3. Why were Sani and his friends hiding?
4. According to the elders, what were the disadvantages of sending their children to school?
5. ‘Nomau interrupted him crossly.’ This means Nomau was _____.
6. What do you think Domoso’s decision was?
7. Find one word in the text that means ‘gathered’.

Activity 2

In the text, some words are printed in bold. Using a dictionary, find their meanings and use them in sentences of your own.

1. brought along
2. crept
3. shocked
4. interrupted
5. crossly

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| Lesson Title: Consolidation | Theme: Writing |
| Practice Activity: PHL-09-008 | Class: JSS 3 |

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|  Learning Outcomes By the end of the lesson, you will be able to: <ol style="list-style-type: none"> 1. Identify five punctuation marks and use them appropriately in sentences. 2. Write a composition using punctuation marks appropriately. |
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Overview

Punctuation marks add expression to writing. They guide a reader by showing them where to stop, slow down or pause while reading.

The following table explains five different types of punctuation marks.

| Punctuation Mark | Symbol | Explanation and Examples |
|------------------|--------|---|
| Full stop | . | <ul style="list-style-type: none"> • A full stop is a type of end punctuation. • It is used at the end of a declarative (statement) or imperative (command) sentence. Examples: <ul style="list-style-type: none"> - I have three goats. - Close your books. |
| Question mark | ? | <ul style="list-style-type: none"> • A question mark is a type of end punctuation. • It is used after a direct question. • It is also used with question tags. Examples: <ul style="list-style-type: none"> - What is your name? - We passed the exam, didn't we? |
| Comma | , | <ul style="list-style-type: none"> • A comma separates items in a list. • It is used after introductory words or phrases. • It is used for question tags. • It is used with quotation marks or inverted commas. Examples: <ul style="list-style-type: none"> - I study poems, stories, articles and essays. - In the end, they won the match. - You like this house, don't you? - He said, 'I do not like to swim'. |
| Exclamation mark | ! | <ul style="list-style-type: none"> • An exclamation mark is a type of end punctuation. • It is used to show strong emotion such as anger, excitement or surprise. • It is often used with interjections. Examples: |

| | | |
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| | | <ul style="list-style-type: none"> - That was so scary! - Wow! |
| Quotation marks (inverted commas) | ‘ ’ | <ul style="list-style-type: none"> • Quotation marks are used to show the exact words of the speaker. • They can also be used to indicate titles of texts like stories, essays or poems. <p>Examples:</p> <ul style="list-style-type: none"> - ‘Finish your food before playing,’ he said. - I wrote an essay called ‘My summer holiday’. |

Practice

Activity 1


Add punctuation to the following sentences.

1. John said to his sister I am going out now
2. Okay she said what time will you be back
3. Be careful that’s an electric fence don’t go near it
4. Wow what a lovely dress you are putting on who made it for you
5. Next week we will buy some groceries some books and all that we need

Activity 2

Write a composition of about 10–15 sentences on what you do every day. Try to use all of the different punctuation marks in your composition.

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|---|-----------------------|
| Lesson Title: Consolidation (Continuation) | Theme: Writing |
| Practice Activity: PHL-09-009 | Class: JSS 3 |

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|---|---|
|  | <p>Learning Outcomes By the end of the lesson, you will be able to use colons and exclamation marks appropriately.</p> |
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Overview

Punctuation marks are symbols that help guide the reader to understand what they are reading. Without punctuation marks, writing is unclear and confusing. When you are writing, use punctuation marks to structure and organise your writing.

The table below explains how to use colons and revises the use of exclamation marks.

| Punctuation Mark | Symbol | Explanation and Examples |
|------------------|--------|---|
| Colon | : | <ul style="list-style-type: none"> • A colon can be used to introduce a list. • It can draw attention to a noun or a noun phrase. • It can be used to present examples or quotations. • A colon can only be used after a complete thought; it cannot be used to separate phrases or clauses. <p>Examples:</p> <ul style="list-style-type: none"> - I like three dishes: meat, vegetables and ice cream. - Paragraphs should be well organised: they must contain a topic sentence. - My aunty always says: ‘better late than never’. |
| Exclamation mark | ! | <ul style="list-style-type: none"> • An exclamation mark is a type of end punctuation. • It is used to show strong emotion such as anger, excitement or surprise. • It is often used with interjections. <p>Examples:</p> <ul style="list-style-type: none"> - That song is beautiful! - Oh no! |

Notice how the six different types of punctuation you have studied are used in the text below.

The Lost Pets Discovered at Last

‘Good Goodnes! Lamin, I have not seen any of our pets return home today,’ said Aminata.
‘Oh, yes!’ remarked Jusu, who was just about to share the same sad news with his brother.

‘What a great loss this will be!’ said Lamin. ‘Listen! I hear the cry of a goat,’ Jusu said. ‘Not too long ago, a little boy came to report that Daddy’s goat had fallen into a pit nearby.’

‘Hold on, Lamin,’ said Jusu. ‘The goat is just one of the pets. There are others missing too. I can list them for you: three chickens, four ducks, three cocks and one cat.’ Before Jusu could complete naming the rest of the other missing pets, Musu and Jatu, their younger sisters, came running and yelled, ‘Hey! We have seen the pets: two chickens, two ducks, one cat and the goat.’ Shortly after, their mum came home and shouted, ‘Thank goodness I have seen the missing pets: two ducks, one chicken and three cocks. What a discovery!’ Everyone was happy that the pets had returned.

Practice

Activity 1

Add punctuation to the text below.

once a group of white men came to visit our village they met us playing football in the field and they greeted us how do you do they said in a sing-song kind of way we were amazed at how they spoke and we burst out laughing to make things worse saidu our goal keeper started mimicking them saying how do you do over and over again speaking as if he was talking through his nose suddenly one of the white men shouted hello we were scared and we ran away leaving them staring after us

Activity 2


Give two uses of each of the following punctuation marks.

1. full stop
2. comma
3. question mark
4. exclamation mark
5. colon
6. inverted commas

Activity 3

Make sentences of your own using the punctuation marks listed in Activity 2.

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| Lesson Title: Spelling Drills | Theme: Writing |
| Practice Activity: PHL-09-010 | Class: JSS 3 |

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|  | <p>Learning Outcome By the end of this lesson, you will be able to practise and develop your spelling skills.</p> |
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Overview

Spelling is an important part of language development. In order to do well in BECE exams, you must spell correctly. In the English Language portion of BECE, marks are deducted for incorrect spelling.

English is a difficult language because it has many **spelling rules**, but there are always exceptions (times when the rules do not apply).

The following are five important yet simple spelling rules that will help you to improve your spelling.

Rule no. 1: Put 'i' before 'e' except straight after 'c'.

- This rule helps you remember how to spell words such as 'receive' and 'chief'.
Examples of 'i' before 'e': achieve, believe, thief, friend
Examples of 'except straight after c': deceive, deceit, ceiling, conceive
- Exceptions: Words that have 'ei' and are pronounced like 'ay' are different.
Examples: neighbour, weight, vein, feign
- Other exceptions: seize, weird, height, their, foreign

Rule no. 2: Double the final consonant.

- When adding 'ed' or 'ing' to most words that end in a consonant, we double that consonant before adding the 'ed' or 'ing'.

Examples:

- | | | |
|-----------|--------------|---------------|
| - drop | - dropped | - dropping |
| - control | - controlled | - controlling |
| - refer | - referred | - referring |

Rule no. 3: Most words ending in 'e' drop the 'e' before adding 'ing'.

- When adding 'ing' to words that end in 'e', drop the 'e' before adding 'ing'.
Examples: write – writing; hope – hoping; close – closing; examine – examining

Rule no. 4: When forming plurals, singular nouns ending in 'y' change to 'i' before adding 'es'.

- When a word ends in 'consonant + y', change 'y' to 'i' before adding 'es'.
Examples: baby – babies; fly – flies; lady – ladies
- Exceptions: If the word has a vowel before the 'y', then just add 's'.
Examples: monkey – monkeys; boy – boys; key – keys

Rule no. 5: When forming plurals, singular nouns ending in 'f' or 'fe' change to 'v' before adding 'es'.

- Most words ending in 'f' or 'fe' change their plurals to 'ves'.
Examples: loaf – loaves; half – halves; leaf – leaves; shelf – shelves; wife – wives
- Some words can have both endings, 'ves' or 'fs'.
Examples: wharf – wharfs – wharves; dwarf – dwarfs – dwarves; scarf – scarfs – scarves

Practice

Activity 1

Correct the spelling of the following words.


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|--------------|--------------|
| 1. swiming | 6. begining |
| 2. donkies | 7. seive |
| 3. reicieve | 8. conshious |
| 4. continous | 9. juniour |
| 5. occaison | 10. writen |

Activity 2

Below is a list of words that are often misspelled. Study the spellings of the following words.

- | | |
|----------------|------------------|
| 1. literature | 11. library |
| 2. separate | 12. surprise |
| 3. temperature | 13. handkerchief |
| 4. difference | 14. success |
| 5. interesting | 15. tragedy |
| 6. launder | 16. committee |
| 7. environment | 17. necessary |
| 8. studying | 18. grammar |
| 9. writing | 19. sincerely |
| 10. knowledge | 20. medicine |

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| Lesson Title: Revise Adjectives | Theme: Grammar |
| Practice Activity: PHL-09-011 | Class: JSS 3 |

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|  Learning Outcomes By the end of this lesson, you will be able to: <ol style="list-style-type: none"> 1. Identify the different types of adjectives in sentences. 2. Use adjectives correctly in speech and writing. |
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Overview

An **adjective** is a word that modifies a noun or pronoun. An adjective gives more information about a noun or pronoun by describing it.

There are many different types of adjectives. The table below explains and gives examples of some types of adjectives.

| Types of Adjectives | Definition | Examples |
|--|--|---|
| Descriptive adjectives/ adjectives of quality | <ul style="list-style-type: none"> • describe the quality or in what state a person or a thing is | nice, new, beautiful, huge, wild |
| Adjectives of colour | <ul style="list-style-type: none"> • describe the colour of something | green, yellow, magenta |
| Adjectives of quantity | <ul style="list-style-type: none"> • describe the quantity or degree of something | some, much, little, any, enough, half, insufficient |
| Demonstrative adjectives | <ul style="list-style-type: none"> • identify the noun that they qualify | this, these, that, those |
| Proper adjectives | <ul style="list-style-type: none"> • are formed from proper nouns | Sierra Leonean, English, Chinese, Indian, American |
| Possessive adjectives | <ul style="list-style-type: none"> • show possession, that something belongs to someone | my, her, your, his, its, our, your, their |
| Interrogative adjectives | <ul style="list-style-type: none"> • ask questions | what, which, whose |

Practice

Activity 1

Read the short story below and identify the adjectives.

Buakei's Cats

Buakei has two large cats. One is black and the other is white. He bought these lovely pets at the market a year ago. The cats love their kind master very much because he always takes good care of them. When people ask, 'Whose cats are those?' Buakei proudly says, 'These cats are my cats. Aren't they lovely? They just need a little care and attention and they are so grateful.'

Activity 2

Fill in the blanks to complete the sentences about adjectives. If needed, use the table in the overview to help you.


1. Descriptive adjectives describe _____.
2. _____ are used to describe quantity or degree.
3. Possessive adjectives are used _____.
4. _____ describe or talk about the colour of something.
5. I love **Nigerian** food. The word 'Nigerian' is an example of a _____ adjective.
6. _____ are used to point out or identify nouns.

Activity 3

Give two examples of each of the following types of adjectives and use them in sentences.

1. possessive adjectives
2. interrogative adjectives
3. demonstrative adjectives
4. proper adjectives
5. adjectives of quantity

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| Lesson Title: Verb Tenses | Theme: Grammar |
| Practice Activity: PHL-09-012 | Class: JSS 3 |

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|  <p>Learning Outcomes By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Identify the simple present tense in sentences. 2. Use the simple present tense in sentences. |
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Overview

The **simple present tense** is used for things that happen in the present. It is used to express the following:

- Facts – scientific, historical or geographical
Examples:
 - Russia is the biggest country in the world.
 - Independence Day in Sierra Leone is 27th April.
 - The source of the Nile River is in Uganda.
- Repeated actions, customs and habits
Examples:
 - The family goes to mosque on Fridays.
 - Christians celebrate Christmas in December.
 - He drinks a glass of milk every night.
- Abilities
Examples:
 - He plays the guitar very well.
 - She is a great cook.
 - They are fast runners.

Remember that you need to add 's' to the third person singular (he, she, it) when forming the simple present tense.

There are some exceptions:

- for verbs that end in 'o', add 'es'
- for verbs that end in 'sh', add 'es'
- for verbs that end in 'ch', add 'es'
- for verbs that end in 'ss', add 'es'
- for verbs that end in 'x', add 'es'
- for verbs that end in 'y', drop the 'y' and add 'ies'
- the verbs 'to have' and 'to be' are irregular (see the table below)

Look at the examples in the table below.

| Go | Watch | Wash | Pass |
|--------------------|--------------------|-------------------|-------------------|
| I go | I watch | I wash | I pass |
| You go | You watch | You wash | You pass |
| He goes | He watches | He washes | He passes |
| She goes | She watches | She washes | She passes |
| It goes | It watches | It washes | It passes |
| We go | We watch | We wash | We pass |
| They go | They watch | They wash | They pass |
| Study | Have | Be | |
| I study | I have | I am | |
| You study | You have | You are | |
| He studies | He has | He is | |
| She studies | She has | She is | |
| It studies | It has | It is | |
| We study | We have | We are | |
| They study | They have | They are | |

Practice

Activity 1

Use the verbs in brackets to complete the sentences in the simple present tense.

1. Tonya _____ (speak) French very well.
2. I do not normally _____ (drink) coffee.
3. Water _____ (freeze) at 0 degrees Celsius.
4. She never _____ (go) to school on time.
5. We _____ (watch) television every evening.
6. Mariatu _____ (fix) pictures well.

Activity 2

Write a composition of about 5–10 sentences describing what your brother or sister does every weekend.

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| Lesson Title: Poetry | Theme: Reading |
| Practice Activity: PHL-09-013 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to identify and explain literary devices in a poem.

Overview

Literary devices are tools or techniques that poets use to help readers enjoy their poems. They appeal to the emotions of the readers by making them laugh, cry or become angry during or after reading a poem.

Figures of speech are literary devices. Metaphors, similes and personification are examples of figures of speech. Other literary devices include rhythm, rhetorical questions, rhyme and alliteration:

- **Rhythm** is the beat that makes the poem sound like a song. Rhythm can affect the reader's mood when it is fast or slow.
- **Rhetorical questions** are questions that are asked to emphasise and stress a point or to convince the reader about something. They do not need answers.
- **Rhyme** helps to make a poem sound pleasant and musical. When the ends of lines of poetry sound the same, we call it 'end rhyme'.
- **Alliteration** is the repetition of the same letter sound in one sentence.

Practice

Activity 1

Read the excerpts from the poem carefully.

Excerpts from 'The Blind Boy'

By Colley Cibber

Part 1

O SAY, what is that thing call'd light,
Which I must ne'er enjoy:
What are the blessings of sight?
O, tell your poor blind boy!

My day and night myself I make
Whene'er I sleep or play;
And could I ever keep awake
With me 'twere always day.

Then let not what I cannot have
My cheer of mind destroy.
Whilst thus I sing, I am a king,
Although a poor blind boy!

Part 2

You talk of wondrous things you see,
You say the sun shines bright,
I feel him warm, but how can he
Or make it day or night?

Activity 2


1. Identify a rhetorical question in the poem.
2. What figures of speech are found in the following lines:
 - a. 'blind boy'
 - b. 'whilst thus I sing, I am a king'
 - c. 'I feel him warm'

Activity 3

Fill in the blanks to complete the definitions.

1. A simile compares two things with the use of the words '_____' or '_____'
2. A _____ is a word or a phrase used to describe something to show that the two things have the same quality. *Example: She has a heart of gold.*
3. Personification is the technique of giving _____ qualities to inhuman objects.
4. _____ occurs when the end words of a poem _____ the same.
5. A _____ is a question that does not need an answer.
6. _____ is the beat that makes the poem sound like a song.

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| Lesson Title: Poetry (Continuation) | Theme: Reading and Writing |
| Practice Activity: PHL-09-014 | Class: JSS 3 |

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|  | <p>Learning Outcomes</p> <p>By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Name three figures of speech (similes, metaphors and personification). 2. Identify these figures of speech in sentences. 3. Use these figures of speech in sentences. |
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Overview

Literary devices are techniques that writers use to make their writing interesting. They help the writer give meaning to their writing and share a message with the reader.

Figures of speech are literary devices. Metaphors, similes and personification are examples of figures of speech.

- A **simile** uses ‘like’ or ‘as’ to make a comparison.
Example: He is as strong as a warrior. (Meaning: he is very strong)
- A **metaphor** is a direct comparison that does not use like or as. It says that one thing is another.
Example: She is my heart. (Meaning: I love her very much)
- **Personification** gives human qualities to non-humans or objects.
Example: The sun smiled down at them. (Meaning: it was a warm, sunny day)

Practice

Activity 1

Read the poem below very carefully.

The Radio¹

by Emman T Anamatemfiok

The radio is a woman
Who talks all the time.
It talks so much
And sings for us.
It shouts sometimes,
Sometimes whispers to us.
It warns sometimes
And sometimes advises.

The radio is an angry bee
That buzzes all the time.
It makes so much noise
And laughs as well.
It sings with a beautiful voice
Like a lark.
But I hate its boring talk!

¹ From *New Focus English, Sierra Leone Pupils Book 2*; authors: D. Cobb, A. Campbell, T. Elliott, D. Johnson-Cole, S. Yanni; published by Macmillan (2006)

Activity 2

Copy the poem into your exercise book and identify an example of a simile, metaphor and personification.

Activity 3

Write your own examples of a simile, metaphor and personification. Write one sentence for each literary device.

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| Lesson Title: Poetry (Continuation) | Theme: Reading |
| Practice Activity: PHL-09-015 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to read and interpret a poem in your own words.

Overview

A **poem** is a poet's thoughts or feelings expressed in words. In order to understand a poet's thoughts or feelings, you should read the poem more than once. Read the poem carefully, line by line. Try to think about what the poet says in the poem and also pay attention to how they say it. To interpret a poem, you must understand the words and expressions used by the poet.

In order to interpret a poem, you have to identify the theme. The **theme** is the main idea or message. The details of a poem are often closely linked with the theme.

Knowing how to interpret poems will help you to:

- interpret poems for your BECE exam
- interpret details in prose and drama
- be well prepared to interpret and answer questions during exams

Practice

Activity 1

Read the following poem carefully and answer the comprehension questions.

'Drought'

by Denys Lefebvre

Heat, all-pervading, crinkles up the soil;
A deathly silence numbs the molten air;
On beds of rivers, islands scorched and bare,
Warm scavengers of wind heap up the spoil;
And wide-eyed oxen, gaunt and spent with toil,
Huddled together near some shrunken pool,
Pant for the shade of trees and pastures cool,
Lashing their tails at flies they cannot foil.
Whilst overhead, the sun-god drives his way
Through halting hours of blinding, blazing light,
Until his shining steeds a moment stay

And disappear behind the gates of night.
And still, no rain. A cloudless, starlit sky
Watches the veld and all things droop and die.

Comprehension questions

1. What is the theme of the poem?
2. What does it mean when we say, 'a country suffers from drought'?
3. According to the poem, how does drought affect the following:
 - a. the soil
 - b. the air
 - c. the islands
 - d. the animals
 - e. the pools/rivers
 - f. the grassland
4. Name three things the oxen were longing for.
5. What does the sun-god do in the poem?
6. Give another word for 'steed' as it is used in the poem.


Activity 2

Identify the adjectives used in each line of the poem. Explain what they mean and identify what they describe.

Example:

Line 1 – 'all- pervading' means penetrating/spreading out everywhere. It describes the heat.

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| Lesson Title: Revise the Types of Prose | Theme: Reading |
| Practice Activity: PHL-09-016 | Class: JSS 3 |

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|  | <p>Learning Outcome By the end of this lesson, you will be able to identify the various types of prose: narrative, descriptive and explanatory.</p> |
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Overview

Prose is the ordinary language people use in speaking and writing. Newspapers, letters and novels are all examples of prose. There are three main types of prose: narrative, descriptive and explanatory.

Narrative prose is a story that is written or told. The story can be true or from the writer’s imagination. A made-up story is called ‘fiction’ and a true story is called ‘non-fiction’. Narrative prose contains characters, settings, a plot and a theme or themes.

Descriptive prose is writing that describes or gives information about someone or something. It includes a lot of adjectives to help paint a picture in the reader’s mind of what is being described.

Explanatory prose is writing that tells you how something is done. Instructions on how to make a recipe or directions to a place are examples of explanatory prose.

Practice

Activity 1

Read the prose text below and answer the comprehension questions.

Pa Saidu

In a village near Moyamba, there lives an old man of 72 who claims he has never drunk water for as long as he has lived. He is popularly known as Pa Saidu.

Pa Saidu is very small in size. He is an ex-court messenger and still works as a village megaphone (crier of news), as well as a palm-wine tapper. He is still as active as his 50-year-old son.

Whenever someone asks him why he does not drink water, he holds up a keg of freshly-tapped palm-wine and declares proudly, ‘Palm-wine is my water. I don’t drink anything else. The day I can’t get palm-wine to drink, I shall die.’

Comprehension questions

1. What kind of prose is this?
 - a. Narrative
 - b. Descriptive
 - c. Explanatory
2. One of Pa Saidu's current occupations is:
 - a. Court messenger
 - b. Palm-wine seller
 - c. Village megaphone
3. For about how long has Pa Saidu been drinking palm-wine?
 - a. 50 years
 - b. 60 years
 - c. 70 years
4. 'He is an ex-court messenger.' This means that:
 - a. He used to work as a court messenger.
 - b. He is still a court-messenger.
 - c. He liked being a court-messenger.
5. 'He is still as active as his 50-year-old son.' This means that Pa Saidu is:
 - a. old and tired
 - b. strong and energetic
 - c. hard-working and brave

Activity 2

Fill in the blanks with the appropriate word from the options give in brackets.

1. _____ (narrative/descriptive) prose paints a picture in the reader's mind. To do this it used a lot of _____ (words/adjectives).
2. An instruction on how to prepare a recipe of your favourite dish is an example of _____ descriptive/explanatory) prose.
3. A story told, real or imaginative, can be described as _____ (descriptive/narrative) prose.
4. Another word for imaginative story is _____ (fiction/plot).
5. A letter to your grandmother telling her about your favourite teacher is an example of _____ (explanatory/descriptive) prose.
6. You have just moved into a new house. To give directions to your friends who want to visit you, you are going to write _____ (explanatory/descriptive) prose.

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| Lesson Title: Revision of The Prose Examination Requirements for BECE | Theme: Reading |
| Practice Activity: PHL-09-017 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to identify the requirements for the BEBE prose examination.

Overview

BECE is the Basic Education Certificate Examination that all pupils in Sierra Leone must sit in order to pass to senior secondary school.

Language Arts at BECE is divided into two components: English Language and Literature. The English Language components are: grammar, and reading and writing. The Literature components are: drama, poetry and prose.

In the BECE Literature examination, there are always two prose texts to choose from: *So Long a Letter* or *Kossoh Town Boy*. After reading the text, you have to answer 15 compulsory questions on the question paper in the space provided. Your answers should be short and direct and written in full sentences.

Questions on the prose section cover the following:

- Author – Who is the author?
- Type of prose – What type of prose is the text?
- The cultural background of the society in focus – What does the prose tell us about the society in the text?
- Themes – What are the themes of the text?
- Setting – What is the setting of the text?
- Characters – Who are the characters in the text? Can you describe them?

When you are preparing for the prose section of the BECE examination, make sure that you know and understand the prose texts.

Practice

Activity 1

Answer the following questions on the prose text *So Long a Letter*.


1. Name the author of the text.
2. What kind of prose text is it?
3. What is the setting of the story?
4. What is the cultural background of the people in the text?
5. What religion do they practise?
6. What are the main themes in the text?
7. Who are the main characters in the text? Write two sentences about each of the main characters.

Activity 2

Answer the following questions on the prose text *Kossoh Town Boy*.

1. Name the author of the text.
2. What kind of prose text is it?
3. What is the setting of the story?
4. What is the cultural background of the people in the text?
5. What religion do they practise?
6. What are the main themes in the text?
7. Who are the main characters in the text?
8. Write a summary of the text.

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| Lesson Title: Revision of Prose Examination Strategies for BECE | Theme: Reading |
| Practice Activity: PHL-09-018 | Class: JSS 3 |

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|  | <p>Learning Outcome By the end of this lesson, you will be able to apply strategies in reading and understanding prose that will be useful in your BECE prose examination.</p> |
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Overview

Prose is one of the Literature components of Language Arts at BECE level. In the prose examination, you will be given two prose texts: *So Long a Letter* and *Kossoh Town Boy*. You have to choose one of the texts to read and then answer 15 questions on it. Your answers should be short and direct. Do not forget to write your answers clearly in the space provided on the question paper.

To prepare for BECE, you should practise different reading strategies that will help you do well on the prose section. Here are some strategies that can help you get the information you want and need from a text you are reading:

- Read each of the chapters of the text. Re-read them if necessary.
- Summarise each chapter to prepare for discussion in class and to make sure you understand it.
- From the class discussion, pick out relevant information or ideas.
- Relate events or episodes in each chapter to everyday life.
- Examine the characters and try to relate them to people in the real world or in your environment.
- Identify the writer's purpose for writing the prose text. For example, to condemn something or to teach moral lessons.
- Since both writers write about typical societies, note the cultural background of the society covered by the prose and the people's way of life.

Practice

Activity 1

Read the following excerpt from *So Long a Letter* and answer the comprehension questions in full sentences.

Modou Fall is indeed dead, Aisatou. The uninterrupted procession of men and women who have 'learned' of it, the wails and tears all around me, confirm his death. This condition of extreme tension sharpens my suffering and continues till the following day, the day of interment.

What a seething crowd of human beings come from all parts of the country, where the radio has relayed the news.

Women, close relatives are busy. They must take incense, eau-de-cologne, and cotton wool to the hospital for the washing of the dead one. The seven metres of white muslin, the only clothing Islam allows for the dead, are carefully placed in a new basket. The *Zem-Zem*, the miracle water from the holy places of Islam religiously kept by each family, is not forgotten. Rich, dark wrappers are taken to cover Modou.

My back propped up by cushions, legs outstretched, my head covered with a black wrapper, I follow the comings and goings of people. Across from me, a new winnowing fan bought for the occasion receives the first alms. The presence of my co-wife irritates me. She has been installed in my house for the funeral, in accordance with tradition. With every passing hour her cheeks become more deeply hollowed, acquire ever more rings, those big and beautiful eyes which open and close on their secrets, perhaps their regrets. At the age of love and freedom from care, this child is dogged by sadness.

Comprehension questions

1. Who is the writer of the letter?
2. What was the occasion?
3. What items were used to prepare the dead for burial?
4. Where were the alms placed?
5. What is *zem-zem*?
6. Why did Ramatoulaye feel sorry for her co-wife?

Activity 2

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

On a single bed along the inner wall my mother lies, quiet, a strange look on her face. This is my father's room, converted into a temporary maternity ward. The connecting door leads to her room on the other side of the partition.

Having thoroughly lathered me, my grandmother dips me into the basin of water, and scoops the contents all over me. As the water runs into my mouth, I shut up sharp. Half choking, I gulp hard, swallow, and let out a yell of even louder protest. My grandmother ignores me, and carries on with her task. Then she lifts me onto her lap, and towels me briskly. My body gleams brown like a newly minted penny, the pink flush of dilated blood vessels showing underneath the copper skin.

The assembled ladies take a look at my fat little face with its squashed nose and puffy little eyes, and say admiringly: 'Just like his daddy!'


'The agbo, don't forget the agbo!' they reminded her, as the doors open, and somebody comes in with a small half-gourd full of a herbal infusion. My grandmother tastes it to check the temperature, and then lifting me up gently she pulls her skirt well up her plump left thigh.

She lays me along this limb, with my head over her knee, her left arm supporting my back and head and holding the gourd, some of the contents of which she poured into her right hand held cupped against my mouth. She heaves in a quantity of the concoction smartly as I open my mouth to cry.... So I had my first drink in this world. Then I am dressed in a long cool cotton frock and handed over to my paternal grandmother.

Comprehension questions

1. Who is telling the story?
2. What was the occasion?
3. What was the grandmother's task?
4. How did she carry out her task?
5. What was the baby's first drink?
6. Quote one line from the text that tells you the baby was not quiet.

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| Lesson Title: Essay Writing | Theme: Writing |
| Practice Activity: PHL-09-019 | Class: JSS 3 |

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|  | <p>Learning Outcome By the end of this lesson, you will be able to identify the features of an essay.</p> |
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Overview

An **essay** is a short piece of writing on a particular subject. In order to write a good essay, you need to read the question well and plan what you are going to write before you begin writing. A good essay is well written and carefully edited to avoid errors in grammar, punctuation, word usage and spelling.

There are different types of essays. Three important types of essays are:

- **Descriptive essay:** This type of essay describes something, such as an object, person, place, experience, emotion or situation.
- **Narrative essay:** This type of essay tells a story. It is usually told from the writer's point of view and can be a story written about a personal experience.
- **Persuasive essay:** This is also known as an 'argumentative essay'. This type of essay tries to convince the reader of something.

Different essays will talk about different things or ideas, but all essays must have a structure. The structure of an essay is its organisation. A good essay is organised into three main parts: an introduction, a body and a conclusion.

- The **introduction** introduces the topic of the essay and should begin in an interesting way that captures the reader's attention.
- The **body** should include well-developed paragraphs that discuss the main idea of the essay. The content or information in these paragraphs should be interesting and should include specific details to support the writer's explanation.
- The **conclusion** should 'wrap up' the essay by telling the reader that the essay is about to end.

A good essay is written in clear, simple language. It has **transition words** or phrases to move the reader smoothly from one idea to another and from one paragraph to another.

Examples of transition words and phrases include: 'in the first place', 'furthermore', 'on the contrary', 'above all' and 'however'.

Practice

Activity 1

Use the outline below to plan a persuasive essay. The topic of the persuasive essay is: 'Children should have daily chores'.

| |
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| Title: (This should attract the reader's attention) |
| Introduction <ul style="list-style-type: none">• What is your argument?• What are you trying to convince your readers? |
| Body <ul style="list-style-type: none">• Give 2–3 reasons to support your argument. |
| Closing statement <ul style="list-style-type: none">• Summarise the main ideas.• Restate your argument. |

Activity 2

Use the outline from Activity 1 to write a three-paragraph persuasive essay on the topic: 'Children should have daily chores'.

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

- an interesting title
- an introduction that introduces the topic
- a body that gives convincing reasons and examples to support your arguments
- a conclusion that summarises your arguments
- correct spelling and grammar

| | |
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| Lesson Title: Developing Paragraphs in Essay Writing | Theme: Writing |
| Practice Activity: PHL-09-020 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to develop paragraphs for essay writing.

Overview

An **essay** is organised into paragraphs. A paragraph contains a group of sentences that all develop the same point or idea. A paragraph can be long or short, depending on the idea it develops. Paragraphs help the reader to see the division in the essay. Each new paragraph stands out from the others by indenting, starting the first line $\frac{1}{2}$ an inch from the margin, or by spacing, leaving a blank line in between paragraphs. Remember, paragraphs must not be numbered.

Each **paragraph** has a main idea that is related to the topic of the essay. This is called a **topic sentence**. The topic sentence identifies the main idea of the paragraph and tells the reader what the paragraph is going to be about. It is usually the first sentence in a paragraph. The rest of the sentences in the paragraph are called **supporting sentences**. These sentences add information and details that support the topic sentence. Paragraphs can also have concluding sentences. These are sentences that summarise or 'wrap up' the paragraph. You do not need to include a **concluding sentence** in each paragraph of an essay, but when you are only writing one paragraph you should have a concluding sentence.

An essay is made up of a group of paragraphs, so there must be a logical organisation of the ideas between paragraphs. The paragraphs should be connected using **linking words** or phrases. Some examples of linking words are: 'in addition', 'furthermore', 'however' and 'on the other hand'.

Practice

Activity 1

Write a topic sentence for the following paragraphs:

1. A paragraph explaining why you have not been doing well in school.
2. A paragraph describing your favourite teacher.
3. A paragraph about a time when you forgot something important.

Activity 2

Write two supporting sentences for each of the topic sentences you developed in Activity 1.

Activity 3

Use the topic sentences and supporting sentences you wrote in Activity 1 and Activity 2 to write the following paragraphs. Do not forget to add a concluding sentence.

1. A paragraph explaining why you have not been doing well in school.
2. A paragraph describing your favourite teacher.
3. A paragraph about a time when you forgot something important.

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|--------------------------------------|-----------------------|
| Lesson Title: Verb Tenses | Theme: Grammar |
| Practice Activity: PHL-09-021 | Class: JSS 3 |



Learning Outcomes

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

1. Conjugate verbs in the past continuous tense.
2. Become familiar with helping verbs.
3. Use the past continuous tense in combination with the simple past tense.

Overview

The past continuous tense is used to discuss actions that happened in the past. It expresses an action that was in progress when another action or something else happened in the past. While one action was happening, another action interrupted it.

Example: When Amadu **was listening** to the radio, Bintu **arrived**.

(‘Listening to the radio’ is the longer action. It began before Bintu arrived and continued after Bintu arrived. ‘Arrived’ is the shorter completed action that happened while the longer action was taking place.)

To form the past continuous tense, we use the past tense of the helping verb ‘to be’ and the present participle of the main verb (was/were + verb + ‘ing’).

Examples:

- He **was studying** for the exam when the teacher entered the classroom.
- She **was playing** outside when it started to rain.
- It **was raining** heavily as we walked home.
- We **were listening** to the radio when the power went off.

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

Examples:

- He **was not studying** for the exam when the teacher entered the classroom.
- She **was not playing** outside when it started to rain.
- It **was not raining** heavily as we walked home.
- We **were not listening** to the radio when the power went off.

To ask questions, you have to change the word order and start with the past tense of the helping verb ‘to be’ (was/were + subject + verb + ‘ing’).

Examples:

- **Was he studying** for the exam when the teacher entered the classroom?
- **Was she playing** outside when it started to rain?

- **Was it raining** heavily as we walked home?
- **Were we listening** to the radio when the power went off?

Remember that the past continuous tense is only used with action verbs such as 'sleeping' or 'jumping'. We do not use the past continuous with verbs that express thoughts or feelings such as 'know', 'want' or 'believe'.

Practice

Activity 1

Write what you were doing at the following times. Write your answers using the past continuous tense.

Example: At 7 o'clock yesterday evening, I **was doing** my homework.

1. Two hours ago
2. At 4.30 this morning
3. At 5 o'clock last Sunday
4. When the teacher entered the classroom
5. When my mother arrived home

Activity 2

Complete the following sentences using the past continuous tense.

Example: Mustapha called while I **was getting ready to study**.

1. We saw the accident while we _____.
2. The radio was on, but nobody _____.
3. Joanna fell down while she _____.
4. The thieves came in while we _____.
5. The telephone rang while my mother _____.


Activity 3

Write the verbs in brackets in their correct form to complete the sentences. Use the simple past or the past continuous tense.

Example: He _____ (boil) water when I _____ (come) into the kitchen. He **was boiling** water when I **came** into the kitchen.

1. She _____ (wait) for me when I _____ (arrive).
2. Samura _____ (take) a picture of me while I _____ (not/look).
3. When I _____ (see) him, he _____ (try) to find a seat.
4. Last week, I _____ (break) a plate when I _____ (do) the dishes.
5. I _____ (walk) along the road when I _____ (hear) footsteps behind me.

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| Lesson Title: Verb Tense (Continuation) | Theme: Grammar |
| Practice Activity: PHL-09-022 | Class: JSS 3 |

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|  | <p>Learning Outcomes</p> <p>By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Conjugate verbs in the past perfect tense. 2. Understand the helping verbs in this tense. |
|---|--|

Overview

The **past perfect tense** is used to discuss actions in the past. You use the past perfect tense to show that one event happened before another in the past – one verb is in the past perfect tense and the other verb is in the simple past tense. The verb in the past perfect tense happened before the verb in the simple past tense.

To form the past perfect tense, we use the past tense of the helping verb ‘to have’ and the past participle of the main verb (had + past participle).

Examples:

- I **had left** home when mother arrived.
- She **had finished** her homework before he started his.
- We played football outside after the rain **had stopped**.
- They got permission to play after they **had finished** the exam.

To make a sentence negative, add ‘not’ between the past tense of the helping verb ‘to have’ and the present participle of the main verb (had + not + past participle).

Examples:

- I **had not left** home when mother arrived.
- She **had not finished** her homework before he started his.
- We played football inside because the rain **had not stopped**.
- They did not get permission to play because they **had not finished** the exam.

To ask questions, you have to change the word order and start with the past tense of the helping verb ‘to have’ (had + subject + past participle).

Examples:

- **Had I left** home when mother arrived?
- **Had she finished** her homework before he started his?
- **Had it started** to rain before he left home?
- **Had they** finished the exam before the bell rang?

We can use ‘just’ with the past perfect tense to show that an action happened only a short time before the next action.

Examples:

- I **had just finished** the exam when the bell rang.
- Fatima **had just reached** home when it started to rain.
- The pupils **had just finished** their work when the teacher assigned the homework.

Practice

Activity 1

Fill in the blanks with the correct form of the verb in brackets, in the simple past tense or the past perfect tense.

Example: He _____ (eat) his breakfast already before I got out of bed. He **had eaten** his breakfast already before I got out of bed.

1. 'Was Yeanoh at the market when you got there?' 'No she _____ (go) home.'
2. I felt tired when I got home so I _____ (go) straight to bed.
3. The hall was already full. It seemed everyone _____ (come) to the show.
4. We were driving home when we _____ (see) a car that _____ (break) down.
5. She found out that someone _____ (make) a big mistake.

Activity 2


Read the following situations. Use the words in brackets to write sentences in the past perfect tense.

Example:

We went to Lamin's class, but he wasn't there. (he/go/out) **He had gone out.**

1. I offered my friend some food, but she wasn't hungry.
(she/just/have/breakfast) _____.
2. I invited Rakiatu to the party, but she couldn't come.
(she/make/other plans) _____.
3. It was nice to see my cousins last night after so many years.
(I/not/see/them for over ten years) _____.
4. I went to my village last week after a long time.
(it/change/a lot) _____.
5. We went to the cinema late last night.
(the film/already/begin) _____.

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| Lesson Title: Informal Letters (Revision) | Theme: Writing |
| Practice Activity: PHL-09-023 | Class: JSS 3 |

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|  | <p>Learning Outcome By the end of this lesson, you will be able to identify the features of informal letters.</p> |
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Overview

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

The features of an informal letter are:

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

Below is an outline of an informal letter:

| | |
|-------------------------------------|----------------------|
| | (Your address) _____ |
| | (Date) _____ |
| (Greeting) _____, | |
| (Introductory paragraph) _____ | |
| (Body) _____ | |
| (Concluding paragraph/ending) _____ | |
| | (Closing) _____, |
| | (Your name) _____ |

Practice

Activity 1

Use the outline above to help you plan a letter to your mother. Imagine that your mother is away for around two weeks and you have been taking care of the home in her absence. Write a letter to her, telling her how you have been doing this.

Activity 2

Use your outline to help you write a letter to your mother telling her how you have been taking care of the home in her absence. Your answer should be about 200 words long.

After you have written your letter, check it to make sure that you have included the following:

- address and date
- salutation/greeting
- introductory paragraph that asks about your mother and explains why you are writing
- body paragraph(s) where you describe how you have been taking care of the home
- concluding paragraph/ending
- closing
- your name
- correct spelling and grammar

| | |
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| Lesson Title: Informal Letters (Continuation) | Theme: Writing |
| Practice Activity: PHL-09-024 | Class: JSS 3 |

**Learning Outcome**

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

Overview

Informal letters are letters that you write to people you know well. An informal letter should feel like a conversation. Because the letter is informal, you should keep the sentences short and chatty. You can also use contractions such as 'I'm', 'I've', 'I'll' and 'can't' when writing informally.

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

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

The features of an informal letter are:

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

Remember, the outline of an informal letter looks like this:

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

Practice

Activity 1

Use the outline above to plan an informal letter. You have just returned home after spending the Christmas holiday with your aunty in the village. Write a letter to your cousin who could not go with you and tell him or her about the wonderful time you had.


Activity 2

Use the outline from Activity 1 to write your informal letter. Your answer should be about 200 words long.

After you have written your letter, check it to make sure that you have included the following:

- address and date
- salutation/greeting
- introductory paragraph that asks about your cousin and explains why you are writing
- body paragraph(s) where you describe what your Christmas holiday was like
- concluding paragraph
- ending
- your name
- correct spelling and grammar

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| Lesson Title: Reading Comprehension | Theme: Reading |
| Practice Activity: PHL-09-025 | Class: JSS 3 |

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|  | <p>Learning Outcomes</p> <p>By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Read and summarise a passage in your own words. 2. Use a word map to note, define and use new words and expressions from a passage. |
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Overview


Summarising is an important reading comprehension skill. It teaches you to separate the key information from the extra details. After you read a passage, you should be able to identify the main ideas of the text and summarise them in a short paragraph. After you read each paragraph, identify the main idea of the paragraph. This will help you summarise the whole text.

When you are reading, think about the following:

- What are the main ideas?
- What are the crucial details necessary for supporting the ideas?
- What information is irrelevant or unnecessary?

When you are reading a text, you will find words that you do not know or are unfamiliar to you. A **word map** is a helpful way to learn new words, practise using them in sentences and remember them.

Below is an example word map.

| Word | Definition | Picture (optional) | Example |
|-----------------|--|--|--|
| laptop computer | A laptop is a computer that is portable and good for travel. |  | The student took his laptop to university so that he could complete his assignment. |

Practice

Activity 1

Read the following passage and make a word map of the words printed in bold. Use the example above to help you.

Machines Have Changed Our Lives

Machines have become such an **essential** part of our life today that we cannot imagine living without them. Yet our **ancestors** lived on the earth for 500,000 years, or even longer in the view of some **scientists**, and for most of that time they had nothing to rely on beyond the power of their arms, the speed of their legs and, much later, the strength of the beasts they tamed and bred.


The machines that have changed our lives so drastically are a very late arrival in our history. In fact, the **steam engine**, developed around 1770, remained unchallenged for about 100 years until the arrival of the **petrol engine** in 1875. Then there followed an **astonishing** amount of invention and improvement in every area of **technology**, and machines have grown more numerous and become more advanced.

Machines have made us stronger by giving us a very large number of **mechanical** helpers. By around the middle of the 20th century, the machines of America were doing the work of nearly 25 million workers. Since there were about 62.5 million working people in America at that time, this meant that each worker had about 400 mechanical helpers. As a result, people could **manufacture** 400 times as much as they did in the past, when they worked with **unaided** hands. We are now able to make more products in less time than ever before.

Activity 2

Write a 3–4 sentence summary of the text.

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| Lesson Title: The Simple Past Tense | Theme: Grammar |
| Practice Activity: PHL-09-026 | Class: JSS 3 |

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|  | <p>Learning Outcomes</p> <p>By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Define the simple past tense. 2. Make sentences using the simple past tense. |
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Overview

The **simple past tense** is used to talk about actions that were completed in the past. With most verbs, the simple past tense is formed by adding 'd' or 'ed'.

Examples:

- look – looked
- walk – walked
- live – lived

The following are some common exceptions in the simple past tense:

- If a verb ends in 'y,' change the 'y' to 'i' and add 'ed'.
Examples: cry – cried, study – studied, try – tried, worry – worried
- If a verb ends in 'e', just add 'd'.
Examples: bake – baked, care – cared, smile – smiled, like – liked
- If a verb ends with a single vowel followed by a consonant, double the final consonant and add 'ed'.
Examples: stop – stopped, beg – begged, hop – hopped, rip – ripped

There are many irregular verbs in English. These are verbs that do not follow the spelling and grammar rules. You need to memorise them.

Here are some examples of irregular verbs in the simple past tense:

- | | | | |
|---------------|----------------|----------------|-------------------|
| • say – said | • make – made | • take – took | • go – went |
| • have – had | • see – saw | • give – gave | • feel – felt |
| • tell – told | • come – came | • know – knew | • get – got |
| • cut – cut | • leave – left | • find – found | • think – thought |

Practice

Activity 1

Write your own sentence for each of the 16 irregular verbs listed above in the simple past tense.


Activity 2

Below is a text that describes a typical day for someone of your age. Write this text in your exercise book as if you are talking about what you did yesterday.

Example: Yesterday, I **got** up at 6 o'clock and quickly **ate** my breakfast.

I usually get up at 6 o'clock and quickly eat my breakfast. I walk to school, which takes me about fifteen minutes. I start my lessons at 8:30am. I have my lunch break at 11:30am. School closes at 1:30pm. I go home immediately and arrive home at 2 o'clock. I always do my homework before going to bed at 9:00pm. I always sleep well.

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| Lesson Title: The Simple Past Tense (Continuation) | Theme: Grammar |
| Practice Activity: PHL-09-027 | Class: JSS 3 |

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|  <p>Learning Outcomes By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Review the simple past tense. 2. Identify key words and phrases used with the simple past tense in sentences (e.g. yesterday, last week, last year). |
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Overview

The **simple past tense** is used to discuss completed actions in the past.

To form the simple past tense, we do the following:

- Add 'ed' to the end of most regular verbs.
Examples: work – worked, walk – walked, greet – greeted
- If a verb ends in 'e', just add 'd'.
Examples: die – died, care – cared, smile – smiled, like – liked
- If a verb ends in 'y', change the 'y' to 'i' and add 'ed'.
Examples: cry – cried, study – studied, try – tried, worry – worried
- If a verb ends with a single vowel followed by a consonant, double the final consonant and add 'ed'.
Examples: mop – mopped, beg – begged, hop – hopped, rip – ripped

There are many irregular verbs in English. These are verbs that do not follow the spelling and grammar rules. You need to memorise them.

Here are some examples of irregular verbs in the simple past tense:

- | | | | |
|-----------------|-----------------|---------------|---|
| • run – ran | • lose – lost | • hang – hung | • build – built |
| • read – read | • eat – ate | • hurt – hurt | • be – was (singular)/were (plural) |
| • write – wrote | • sleep – slept | • hold – held | • draw – drew |
| • put – put | • sing – sang | • grow – grew | • bring – brought |

There are other ways to show that something happened in the past. We use some key words or phrases to show that something happened at a time in the past. They are used with the past tense in sentences.

Examples:

- a month ago
- yesterday
- a while ago
- an hour ago
- during the holidays
- last weekend
- last night

Practice

Activity 1

Write your own sentence for each of the 16 irregular verbs listed above in the simple past tense.

Activity 2

Use the words in the word bank to complete the sentences below. You will have to change the verbs to the simple past tense.


| | | | | | | | |
|------|-----|-------|------|-------|-------|------|------|
| come | buy | teach | take | spend | break | fall | sell |
|------|-----|-------|------|-------|-------|------|------|

1. At age six, my father _____ me how to draw.
2. David _____ down the stairs and _____ his leg.
3. My aunty Margaret _____ to visit us last Sunday.
4. Angela _____ a lot of money yesterday. She _____ herself a new dress.
5. My father _____ his car because it was old.
6. It was very hot so I _____ my coat off.

Activity 3

Write a composition of about 100 words titled 'What I Did Last Weekend'.

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|---|-----------------------|
| Lesson Title: Features of an Article for Publication | Theme: Writing |
| Practice Activity: PHL-09-028 | Class: JSS 3 |

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|  | <p>Learning Outcomes</p> <p>By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Review a published article. 2. Identify and list the features of an article for publication. |
|---|---|

Overview

The information we write for printing or publication in a newspaper or a magazine is called an **article for publication**. A school magazine contains information about issues that affect the school. It is written for the pupils and teachers to read.

In newspapers, we read information about things such as education, social problems and important events. An article for publication in a local newspaper is written for the public to read. Part of the newspaper is written about activities or problems that affect a community or the society as a whole. These are called social issues. Newspapers also write about other topics that people are interested in such as sport, business and weather.

Articles for publication in a newspaper or magazine have a title, body paragraphs and a closing.

The **title** should be connected to the topic that you are writing about. The title of an article can be written in two ways. It can be in lower case letters with only the first letters in upper case, or it can be written in upper case. Do not underline the title if it is written in upper case.

Example: Water Shortage in Mango Farm Community or WATER SHORTAGE IN MANGO FARM COMMUNITY

The **body** of the article goes below the title. The body contains the information that is divided into paragraphs, usually at least three paragraphs. The first paragraph is the opening that introduces the topic and information. It is called the **introductory paragraph**. The second paragraph gives more details and explains the information. The third paragraph is the last paragraph. It concludes the article or makes suggestions about how to solve the problem. The last paragraph is also called the **conclusion** because it shows the reader that he or she has come to the end of the article.

Below the body of the article, the writer's full name is written in the right-hand corner. You can also write the writer's full name right below the title. The writer's position is written below the name. For example, Concerned Citizen or Leader, Market Women's Association. If the writer works for the newspaper then their position could be 'Sport Reporter' or 'News Reporter'. To close an article for publication in your school magazine, give your full name

and your status if you hold an important position such as Senior Prefect or Deputy Head Boy, or your class name. For example, Kemor Battu, President, Youth Association or Ballu Cole, JSS 3.

Practice

Activity 1

Read the article below and answer the comprehension questions.

STANDARD TIMES Monday February 12, 2018

IMPROVING HYGIENE IN OUR SOCIETY

By Mustapha Sesay

Good hygiene practices, such as hand-washing and safe drinking water storage, are essential for maximising the health benefits of safe water sources and sanitation facilities. Evidence shows that when good hygiene accompanies the provision of water and sanitation, the number of deaths caused by diarrheal disease is reduced by an average of 65%.

Hygiene education encourages people to replace their unsafe hygiene practices with simple, safe alternatives. Most people are only too happy to use clean water and safe sanitation facilities once they are available, but without knowledge of good hygiene the health benefits will be greatly reduced.

Simple things like hand-washing with soap after going to the toilet and before eating are crucial in preventing water- and sanitation-related diseases, like cholera, dysentery and typhoid, which result in the death of around 1.4 million children a year.

A starting point for improving hygiene is initiating a discussion with communities about what they know, do and want in relation to hygiene. Actively involving communities in decision-making ensures that projects are sustainable and appropriate to their beliefs.


Comprehension questions

1. In what newspaper was this article published?
2. What features of the article can you identify in this example?
3. What is the article talking about?
4. Who is the writer?
5. What type of information is found in the last paragraph of the article?

Activity 2

Imagine you are going to write an article for publication in a local newspaper about the methods of improving hygiene. How will you structure your article?

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| Lesson Title: Article for Publication – Introduction, Body and Conclusion | Theme: Writing |
| Practice Activity: PHL-09-029 | Class: JSS 3 |

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|  | <p>Learning Outcome By the end of this lesson, you will be able to write three paragraphs of an article for publication in a school magazine.</p> |
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Overview

An **article for publication** in a school magazine contains information about issues that affect the school. It is written for the pupils, parents and teachers to read. It could be on such topics as: a challenge your community is facing, school sport programmes, school exams, BECE, school trips, events at the school or facilities at the school.

Remember that articles for publication in a magazine or newspaper have a title, the author's name, body paragraphs and a closing.

The **body** of the article goes below the title and should be at least three paragraphs long. Each of the body paragraphs has a different purpose. The first paragraph introduces or begins the discussion of the subject. It is called the **introductory paragraph**. The ideas described in the first paragraph are carried into the second paragraph. The ideas in the second paragraph flow into the third and final paragraph. This paragraph is called the **concluding paragraph**. This is where you finish your article. For example, you might make suggestions about how to solve the problem discussed in the article or tell readers where to find more information about the topic.

Practice

Activity 1

Imagine you are to write an article for publication in your school magazine about the poor services of the canteen in your school. You will write the introduction, body and conclusion.


Use the outline below to plan your paragraphs:

1. Introduction: The introductory paragraph should contain general information about the state of the canteen and how the pupils feel about it.
2. Body: List and explain the poor services of the canteen.
3. Conclusion: Make suggestions on how these problems can be solved.

Activity 2

Use the outline you developed in Activity 1 to write your paragraphs for an article for publication in your school magazine about the poor services of your school's canteen.

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|---|-----------------------|
| Lesson Title: Article for Publication – Edit Final Draft | Theme: Writing |
| Practice Activity: PHL-09-030 | Class: JSS 3 |

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|  | <p>Learning Outcome By the end of this lesson, you will be able to write an article for publication in a local newspaper.</p> |
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Overview

An **article for publication in a local newspaper** contains information about things such as education, social problems or local activities and is written for the public to read. Part of the newspaper is written about social issues – activities or problems that affect a community or society as a whole. Newspapers also have articles about other topics that people are interested in, such as sport, business and the weather. The most important rule in writing an article for a newspaper is that the writer must be polite. No matter how upset or angry you are about the issue you are writing about, you must remain calm and polite.

Remember that articles for publication in a newspaper have a title, body paragraphs and a closing. The title should be connected to the topic of the article. From reading the title, the public should know what the article is about.

The **body** of the article should be at least three paragraphs long:

- The first paragraph is the introduction that introduces the topic. In this paragraph, tell your readers what the issue or problem is and when it started or how long it has lasted.
- The ideas described in the first paragraph are developed in the second paragraph. If you are writing about a social issue or problem, then in the second paragraph you could write about how this problem or issue is affecting or benefitting the people.
- The third paragraph is the conclusion. This is where you make suggestions about how to solve the problem, find out more information or appeal to the authorities concerned to try to solve the problem.

When you finish writing your article, read it again to make sure that it contains all of the necessary information and has no spelling or grammar mistakes. Do not forget to include a title at the beginning and your name and position (when needed) at the end.

Practice

Activity 1


Write an article suitable for publication in a local newspaper about the lack of a water supply in your area.

Activity 2

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

- an appropriate title – underlined or in capital letters
- your name (By: name) after the title or at the end of the article
- an introduction that clearly introduces the topic and explains the problem
- a body paragraph that describes the problem in more detail and talks about its effects on the community
- a conclusion that makes suggestions for solving the problem
- no spelling or grammar mistakes

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| Lesson Title: Reading and Comprehension | Theme: Reading |
| Practice Activity: PHL-09-031 | Class: JSS 3 |

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|  | <p>Learning Outcomes</p> <p>By the end of this lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Read and explain a given passage in your own words. 2. Identify new words in a text and infer their meaning. |
|---|---|

Overview

Reading is very important in your life. Through reading, you can do many things such as:

- Get information from texts.
- Learn how sentences are constructed.
- Increase your ability to read fluently and meaningfully.
- Increase your vocabulary.
- Increase your chances of correctly answering comprehension questions in an exam.

When sitting exams, you need to be able to read a passage and explain it in your own words.

In order to explain a passage, we must first make sure we understand the passage.

Sometimes there are new, difficult words that we are not familiar with. We need reading strategies to determine the meaning of these words.

You can use **contextual clues** to infer the meaning of unfamiliar words. Contextual clues are hints that the author gives to help you understand a difficult word. They are the words or phrases around a word that help you understand its meaning. The following are some examples of how to use contextual clues:

- Sometimes the meaning of a word or phrase is explained immediately after its use.
Example: She decided to divulge, or make known, the secret.
- Sometimes a difficult word or phrase is used in a simple way.
Example: She divulged the secret and after that everyone knew it.
- Sometimes writers use contrast to help give the meaning of a new word.
Example: Fatima was good at keeping secrets, but Amina always divulged them.
- Sometimes the clues are not in the same sentence and you have to look at the sentences around the new word to infer its meaning.
Example: She could not keep quiet, because it was too exciting not to tell her friends. Amina divulged the secret.

Practice

Activity 1

Read the passage below and answer the comprehension questions.

Until quite recently, evening was a most **trying** time for Europeans travelling in the bush. The evenings are very long; there is practically no **twilight**; by half-past six, darkness has fallen, and for working purposes the day is done. There may be brilliant moonlight; if so, the natives will make full use of it and enjoy themselves with singing and dancing, the men beating tom-toms while the women shake *sheguras*. They will sometimes go on all night, working themselves up to a pitch of excitement, which **culminates** in a general stampede round the town.

This often makes the night **hideous** for the European, as it prevents him from sleeping, but to the native it is the height of enjoyment. The wonder is that these people, after such **exertion**, are able to start the day when it dawns.

In the native hut at night, there was no artificial light except the log-fire in the centre of the yard. The people have a great horror of disaster from fire, and no wonder, as an entire village may be **consumed** in a few minutes. A town crier striking the empty shell of a small tortoise with a short stick is often sent round the town in the evening, warning the people to be careful. During the dry season, when the thatching **ignites** with the smallest spark, cooking will be carried on outside the hut, under the trees or down by the waterside.

There was no native **illuminant** up-country, although nearer the coast raw palm-oil with a little bit of country cotton rolled into a wick was used, and it gave a **flicker** of light.

In Freetown, kerosene has been long known, and the government official on his tours, for there were no other travellers in former days, would take a four-gallon tin up with him. If the tin did not leak when carried on the men's heads, which it usually did after a while, this supply would last him for some time, but only with the greatest economy, so he could allow himself a **glimmer** of light.

Comprehension questions

1. Why was the evening a trying time for the European?
2. When is it that the natives enjoyed themselves?
3. What two musical instruments were used in the passage?
4. How were messages transmitted?
5. State one advantage and one disadvantage of the log fire in the centre of the yard.
6. Where was the cooking done in the dry season?
7. Name two methods of lighting that the natives used.

Activity 2

Use the context clues in the passage to determine the meaning of the following words from the passage.

1. trying
2. twilight
3. culminates
4. hideous
5. exertion
6. consumed
7. ignites
8. illuminant
9. flicker
10. glimmer

| | |
|---------------------------------------|-----------------------|
| Lesson Title: Creative Writing | Theme: Writing |
| Practice Activity: PHL-09-032 | Class: JSS 3 |



Learning Outcomes

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

1. Remember the features of a story.
2. Write the outline for a story ending, 'This is why our friendship came to an end'.

Overview

Creative writing is writing that expresses ideas and thoughts in a way that uses imagination and your own creative ideas. Creative writing can narrate events that happened some time ago or it can talk about the present time or the future. It can be real or imaginary.

In creative writing, you can tell your own story about something that happened to you, or you can tell a story about someone else.

There are five features of a good story:

- **Setting:** This is where the story happens. A setting includes the time and place of the story. A story can be set in the past, present or future.
- **Characters:** These are the people, animals or other beings that think or act in the story. There is usually at least one main character. The main character is the person the story is centred around.
- **Plot:** This is a series of connected events in a story. There must be an initial event or conflict. The conflict can be a problem or a change that happens to the main character.
- **Climax:** This is the most exciting part of the story, when a problem is solved or a change happens. It takes time to build up. It is the result of a number of events that have been built up as the plot progresses. The climax usually comes near the end of the story.
- **Outcome:** This is what happens at the end. It is often the resolution of a problem or conflict.

Practice

Activity 1

Complete the outline below for a story ending with the words, 'This is why our friendship came to an end.'

| |
|--|
| Title: What will you call the story? |
| Setting: <ul style="list-style-type: none"> • Where did the story happen? • When did the story happen? • What did the place look like? |
| Characters: <ul style="list-style-type: none"> • Who is/are the main character/s? • What is/are the main character/s like? |
| Plot: <ul style="list-style-type: none"> • What were the main events of the story? • What was the problem or conflict? |
| Climax: <ul style="list-style-type: none"> • What happened with the problem or conflict? • How did it affect the character/s? |
| Outcome: <ul style="list-style-type: none"> • How did the story end? |

Activity 2

Imagine that you are the main character in your story. What would you have done differently than the character in your story? How would this have changed the outcome?

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| Lesson Title: Creative Writing (Continuation) | Theme: Writing |
| Practice Activity: PHL-09-033 | Class: JSS 3 |



Learning Outcomes

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

1. Compose an interesting short story.
2. Write a story using the appropriate format and style.

Overview

Creative writing is a type of writing where you use your imagination and creativity to develop a story. There are five features of a good story:

- setting
- characters
- plot
- climax
- outcome

A story starts with an introduction. In the introduction, you should describe the setting. The setting says when and where the story took place. The introduction can also introduce the main character/s in the story. It can also introduce some necessary details to form the background to the story.

When writing your story, you should narrate the events of the story (plot) in the order in which they happened. Remember, the events lead to the climax of the story. The climax is the most exciting part of the story when a problem is solved or a change happens.

After the climax happens, the problem is resolved or a conclusion happens. This is the outcome.

Remember, creative writing requires you to be creative and use your imagination. Try to make your story interesting for the reader. Try to include interesting descriptions, language and vocabulary.

Practice

Activity 1

Use the outline you developed in the previous lesson to help you write a story that ends with, 'This is why our friendship came to an end'. Your story should be about 200 words.

Activity 2

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

- a clear setting that explains where and when the story happened
- a main character and other supporting characters
- a well-developed plot that includes a conflict/problem
- a climax to the conflict/problem
- an outcome that ends with the words: 'This is why our friendship came to an end.'
- paragraphs to organize the story
- no spelling or grammar mistakes

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|--------------------------------------|-----------------------|
| Lesson Title: Pronouns | Theme: Grammar |
| Practice Activity: PHL-09-034 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to identify different types of pronouns and use them in speech and writing.

Overview

Pronouns are words that can take the place of a noun. There are many different types of pronouns. Some pronouns are singular, for example: 'I', 'you' (one person), 'he', 'she', 'it'. Other pronouns are plural, for example: 'you' (more than one person), 'we', 'they'.

The different types of pronouns are:

- **Personal pronouns** of two types: subject pronouns and object pronouns.
 - **Subject pronouns** act as the subject of a verb. They are the doers of an action. The subject pronouns are: I, you, he, she, it, we, they.
Example: **She** walked to school.
 - **Object pronouns** act as the object of a verb. They are the receivers of an action. The object pronouns are: me, you, him, her, it, us, them.
Example: She took **him** to school.
- **Possessive pronouns** show ownership. They show that something belongs to someone. The possessive pronouns are: my, our, your, his, her, its, their.
Example: She walked to school with **her** sister.
- **Reflexive pronouns** are normally used when the subject and object of a sentence are the same. They end in 'self' for singular pronouns, and 'selves' for plural. The reflexive pronouns are: myself, yourself, himself, herself, itself, themselves, ourselves and yourselves.
Example: She walked to school by **herself**.
- **Demonstrative pronouns** show whether something is near or far. 'This' and 'these' show something that is near. 'That' and 'those' show something that is farther away.
Example: She carried **those** books over there to school.
- **Interrogative pronouns** introduce a question. The interrogative pronouns are: who, whose, what, whom, which and how
Example: **What** did she carry to school?
- **Indefinite pronouns** do not refer to a definite or specific person or object. We use pronouns ending in 'body' or 'one' for people, and pronouns ending in 'thing' for things. Some indefinite pronouns are: anybody, anyone, anything, everybody, everyone, nobody, no one, nothing.
Example: We found **nothing** in the box.

- **Reciprocal pronouns** can be used when two or more subjects are acting in the same way towards each other. The reciprocal pronouns are: each other, one another.
Example: The girls gave **each other** a gift at Christmas.
- **Relative pronouns** join two parts of a sentence. A relative pronoun comes after a noun to help to identify which person or thing we are talking about or to tell us some more information about a person or thing. 'Who', 'whom' and 'whose' are used to refer to people. 'Which' is used with animals and things. 'That' is used with persons, animals and things.
Example: Peter, **who** is in JSS 2, scored a goal in the match.

Practice

Activity 1

From the options lettered a to d, choose the pronoun that best completes each of the following sentences.

1. Mustapha and ____ did our homework in class.
 - a. me
 - b. I
 - c. her
 - d. him
2. The biscuits were to be shared between _____.
 - a. us and them
 - b. us and they
 - c. we and them
 - d. we and they
3. Bobson is no longer a friend of _____.
 - a. them
 - b. our
 - c. him
 - d. theirs
4. I hate this habit of _____.
 - a. him
 - b. his own
 - c. himself
 - d. his
5. Both boys were advised to help _____.
 - A. one another
 - B. herself
 - C. each other
 - D. himself
6. Ketura is selfish. She always thinks of _____ first.

- A. oneself
 - B. herself
 - C. yourself
 - D. themselves
7. This is all _____ I wish to tell you.
- A. which
 - B. whatever
 - C. that
 - D. who
8. I have two brothers; _____ of them are tall.
- A. several
 - B. both
 - C. many
 - D. few
9. Abu is the kind of person _____ hard work will be remembered.
- A. who
 - B. whose
 - C. that
 - D. which
10. John acted kindly towards my sister and _____.
- A. she
 - B. he
 - C. I
 - D. me

Activity 2

Complete the sentences using reflexive pronouns and the following verbs.

| | | | | | | |
|-------|------|---------|---------|------|-----------|-----|
| blame | burn | enjoyed | express | hurt | introduce | put |
|-------|------|---------|---------|------|-----------|-----|

Example: Stephen **introduced himself** to the other guests at the party.

1. Please understand how I feel. _____ in my position.
2. Sometimes I wish I could say exactly what I mean. I wish I could _____ better.
3. Be careful! That pot is hot. Don't _____.
4. The children had a wonderful time at the beach. They really _____.
5. It isn't Jane's fault. She really shouldn't _____.
6. Amadu fell down from the ladder and _____ badly

Activity 3

Complete the following sentences with 'themselves', 'ourselves' or 'each other'.

Example: For how long have you and Adama known each other?

1. If people drink too much alcohol, they can hurt _____.
2. I love you and you love me; we love _____.
3. Close friends often give _____ presents on birthdays.
4. Kadiatu and I don't see _____ these days.
5. We couldn't get in; we had locked _____ out.
6. We have never met before, so we introduced _____ to _____.
7. They had an argument last week. Now they are not speaking to _____.

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| Lesson Title: Pronouns (Continuation) | Theme: Grammar |
| Practice Activity: PHL-09-035 | Class: JSS 3 |



Learning Outcomes

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

1. Use pronouns in sentences.
2. Replace nouns with pronouns in sentences.

Overview

Pronouns are words that can take the place of a noun. They prevent you from having to use the same nouns over and over again. Repeating the same nouns over and over gets boring. There are eight different types of pronouns in English.

The different types of pronouns are:

- **Subject pronouns** act as the subject of a verb. The subject pronouns are: I, you, he, she, it, we, they.
Example: **He** rides a bicycle.
- **Object pronouns** act as the object of a verb. The object pronouns are: me, you, him, her, it, us, them.
Example: Father took **him** to school.
- **Possessive pronouns** show that something belongs to someone. The possessive pronouns are: my, our, your, his, her, its and their.
Example: Musa rides **his** bicycle to town.
- **Reflexive pronouns** are normally used when the subject and object of a sentence are the same. The reflexive pronouns are: myself, yourself, himself, herself, itself, themselves, ourselves and yourselves.
Example: He rode his new bicycle by **himself**.
- **Demonstrative pronouns** show whether something is near or far. 'This' and 'these' show something that is near. 'That' and 'those' show something that is farther away.
Example: Musa left **that** bicycle outside under the tree.
- **Interrogative pronouns** introduce a question. The interrogative pronouns are: who, whose, what, whom, which and how.
Example: **Whose** bicycle did Musa ride?
- **Indefinite pronouns** do not refer to a definite or specific person or object. Some indefinite pronouns are: anybody, anyone, anything, everybody, everyone, nobody, no one, nothing.
Example: Musa will not let **anybody** ride his new bicycle.
- **Reciprocal pronouns** can be used when two or more subjects are acting in the same way towards each other. The reciprocal pronouns are: each other, one another.
Example: The pupils congratulated **one another** after passing the exam.

- **Relative pronouns** join two parts of a sentence. A relative pronoun comes after a noun to help to identify which person or thing we are talking about, or to tell us some more information about a person or thing. Some relative pronouns are: who, whom, whose, which, that.

Example: We went to a party **that** was really fun!

Practice

Activity 1

Write your own sentence for each of the following interrogative and demonstrative pronouns.

- Interrogative pronouns: who, whom, whose, which
- Demonstrative pronouns: this, these, that, those

Activity 2

Copy the text below in your exercise book and replace the nouns in bold with the appropriate pronouns.

Mabinty has a younger brother whose name is Morlai. **Mabinty and Morlai** live in a small village in Bo. **Mabinty and Morlai** live with **Mabinty and Mathew's** parents, Pa Sorie and Ma Musu.

Every morning, bright and early, Mabinty and Morlai would go to the farm with **Mabinty and Morlai's** parents. **Mabinty and Morlai** love to work on the farm. Pa Sorie has invested a lot in **Pa Sorie's** farm and Ma Musu is always by **Pa Sorie's** side to support **Pa Sorie**.

Mabinty and **Mabinty's** mother often prepare delicious food on the farm for **Pa Sorie, Ma Musu, Mabinty and Morlai** to eat.

Activity 3

Complete the following sentences using the indefinite pronouns – anyone, anything, someone and something.

Example: I am too surprised to say **anything**.

1. Does _____ mind if I open the windows?
2. You must be thirsty. Would you like _____ to drink?

3. Quick, Let's go! _____ is coming. I don't want _____ to see us.
4. Saffie is very secretive. She never tells _____
5. 'Can I ask you _____?'
6. Maggie was upset about _____. She refused to talk to _____.
7. This machine is easy to use. _____ can learn to use it quickly.
8. There is _____ at the door. Can you go and see who it is?

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| Lesson Title: The Present Continuous Tense | Theme: Grammar |
| Practice Activity: PHL-09-036 | Class: JSS 3 |



Learning Outcome

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

Overview

The **present continuous tense** is used to talk about what is happening now. We use the present continuous tense to describe actions that are in progress. There are words and expressions that we use to help show that something is happening now. We call **these time expressions**. We often use the present continuous with time expressions such as:

- now
- at the moment
- in this lesson
- this week/morning/afternoon/evening

The present continuous tense is formed from the present tense of the verb 'to be' and the present participle ('ing' form) of a verb.

Examples:

- I **am writing** a letter.
- You **are cooking** food.
- He **is reading** a book.
- She **is playing** football.
- It **is raining** outside.
- We **are studying** English.
- They **are building** a house.

Some verbs change in the present continuous tense:

- For most verbs ending in 'e', take away the 'e' and add 'ing'.
Examples: dance – dancing; write – writing
- But if verbs end in 'ee', just add 'ing'.
Examples: see – seeing; free – freeing
- For verbs ending in 'ie', change 'ie' to 'y' and add 'ing'.
Examples: tie – tying; die – dying
- For most verbs ending in consonant-vowel-consonant, double the final consonant.
Examples: plan – planning; sit – sitting

Practice

Activity 1

Write a sentence for each of the following verbs using the subject in brackets and the present continuous tense.

Example: Write (you) – You **are writing** a letter to your parents.

1. hope (we)
2. flee (he)
3. lie (I)
4. run (they)
5. come (she)
6. begin (it)
7. drive (he)
8. put (you)

Activity 2

Are the underlined verbs used correctly? Answer Yes or No. Correct the verbs where necessary.

Example: Don't go out! It rains. No. Correction: Don't go out. It is raining.

1. I must go now. It gets late.
2. 'Hurry up, it's time to leave.' 'Okay, I come.'
3. The moon appears in the sky at night.
4. I hear you are in a new class. How are you cope?
5. Paul is never late. He is always arriving on time.
6. That man tries to open the door of your car.

Activity 3

Write the verb in brackets in the correct form to complete each sentence. Use the present continuous or the simple present tense.

Example: I am hungry. I _____ (want) something to eat. (I **want** something to eat.)

1. Don't put the dictionary away. I _____ (use) it.
2. I _____ (need) to look up some new words.
3. Who is that man? Why _____ (he/look) at us?
4. I don't know. Maybe he _____ (want) something.
5. I can't understand why she _____ (be) so unreasonable.
6. She _____ (be/not) usually like that.
7. We always _____ (grow) peppers in our backyard.
8. This year, we _____ (not/grow) any.
9. My father _____ (teach) me how to play football.
10. We _____ (play) football every week.

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| Lesson Title: Reading Strategies | Theme: Reading |
| Practice Activity: PHL-09-037 | Class: JSS 3 |



Learning Outcomes

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

1. Read out loud purposefully with fluency and understanding.
2. Interpret the messages and morals of stories.

Overview

We want to be able to read fluently. Reading fluency takes practice. Think about the following when you read aloud:

- Punctuation marks are used to help communicate clearly. They tell us when to stop or pause. They also guide our intonation.
- Intonation indicates a rise and fall of the voice in speaking.
- Word stress is when we emphasise important words in a text. Word stress and intonation make our reading expressive and interesting.

When we read, we do not simply read the words of a text; we read to get a proper understanding of events or ideas.

Kossoh Town Boy is an important text. It tells the boyhood story of a famous Sierra Leonean, Robert Benjamin Ageh Wellesley Cole. Cole was a very famous surgeon. In fact, he was the first West African to be elected a Fellow of the Royal College of Surgeons of England. The story reflects on his childhood in Freetown, Sierra Leone, and the people and events that influenced him as he was growing up.

Practice

Activity 1

Read the following extract from *Kossoh Town Boy* and answer the questions on it.

Preparing for School

And so the time came when I was due to start school. Long before then I had been impatiently longing for the day. At home Shenko and the other foster brothers and sisters had all been going to school. Each morning a procession of lucky people left for the outside world of romance.

First the older boys and girls went off to Bethel, the school attached to the Methodist Church of that name, and *Kossoh Town*'s own school. Then father left on his hammock or palanquin with his four boys. Sometimes during the morning the chop boy came to fetch his lunch. The house boy went to market and returned. In the afternoon the boy with the lunch

box came back, then the boys and girls from school, and eventually father at varying times, depending on whether he had been out of town on his duties, or had been attending one of the very many committees on which he served.

Jabez too had started school at Bethel; so had a number of other boys and girls of my age. They were now in an altogether new world, and I too longed to enter it.

Not that school was an unmixed blessing. From the tales which Jabez and others brought home, I gathered that it was a place where you were likely to be caned mercilessly almost every day. The head master at this time was a man we all knew, and one whom I could not possibly believe to be an ogre. Tall, slim and well-mannered, he always returned when we wished him 'how do'. Except that he generally seemed absent-minded, we felt that he would like to pat our heads as he passed. Certainly we were not frightened of him out of school. But this was the same man who, Jabez and others told us, became a living devil once he was in school.

Comprehension questions

1. What was the writer's attitude or feeling towards school?
2. According to the writer, why was school a mixed blessing?
3. What world was the writer referring to when he said, 'They were now in an altogether new world'?
4. How was the headmaster's character different in school and out of school?
5. 'One whom I could not possibly believe to be an ogre'. What figure of speech is used in this expression?
6. List any two adjectives that were used to describe the headmaster.

Activity 2

Explain the meaning of the following expressions that are underlined in the passage.

1. 'Each morning a procession of lucky people left for the outside world of romance.'
2. 'Not that school was an unmixed blessing'
3. 'he would like to pat our heads as he passed'
4. 'the same man... became a living devil once he was in school'

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| Lesson Title: How to Answer Comprehension Questions about a Text | Theme: Reading |
| Practice Activity: PHL-09-038 | Class: JSS 3 |



Learning Outcome

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

Overview

It is important to be able to answer comprehension questions correctly. When you sit your BECE examination, you will have to answer comprehension questions about a text. We read comprehension passages purposely to understand the passage, as well as to find meanings of new or difficult words.

In order to answer comprehension questions correctly, you must:

- Read the comprehension questions carefully.
- Read the text carefully and look for the answers to the questions in the text.
- Check that you understand the text before answering the questions.
- Check your answers to make sure they are correct.

Practice

Activity 1

Read the following passage carefully and answer the comprehension questions.

Sade and the Market

The market was about three kilometres from Sade’s home. The stalls were wooden sheds arranged in rows. There were no doors to the sheds and so, at the end of the day, each trader had to pack up her goods and take them home, only to bring everything back the following morning. It was arranged so that traders selling similar goods were all in the same part of the market. This naturally led to a lot of rivalry between them, as each vied with the others to attract customers to her stall. Bad language and insults flew between them, and often fights broke out.

Madam Abike, Sade’s mother, sold cooking ingredients and vegetables. She could be seen sitting fatly on a raised stool inside her stall, with her wares spread out on flat woven trays at its entrance. She kept a sharp look-out for possible customers. Her face, which was normally serious, broke into inviting smiles as soon as a man or a woman passed in front of her stall.

Sade did small jobs for her mother in the market and sometimes looked after the stall if she had to go out somewhere. She also helped to wrap up and tie the goods which were sold and give change to customers.

'Hello, Mother,' Sade said when she got to the market. 'What kept you so long? Did you stop to play at home?' She had been waiting patiently for her daughter.

'No, Mother. I came as soon as I could. Has it been a good day?'

'Don't ask me silly questions.' Madam Abike was in a bad temper. 'Haven't you got eyes? Can't you see how empty the market is today? I have sold hardly anything since morning.'

Sympathy was mirrored in Sade's eyes as she watched her. She understood how her mother felt.

Comprehension questions

1. What would you find at Madam Abike's stall in the market?
2. How did Sade help her Mother in her trade?
3. Why was there much rivalry between the traders?
4. Why did the traders take their goods home?
5. Why was Madam Abike in a bad mood?
6. What does the statement, 'Sympathy was mirrored in Sade's eyes as she watched her' mean?

Activity 2

In the passage, find a word that means:

1. What a trader offers for sale
2. Things used to prepare a dish
3. A small stand or booth with an open front
4. Two or more people competing for the same thing
5. To compete strongly in order to achieve something
6. Something that is said to offend someone
7. A small simple building, usually built of wood or metal
8. People who are ready and willing to buy things

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| Lesson Title: Question Tags | Theme: Grammar |
| Practice Activity: PHL-09-039 | Class: JSS 3 |



Learning Outcomes

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

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

Overview

Sometimes we ask questions because we want to seek information, get a reply or response, or clear doubts about some things. There are other times when we ask questions to check that we are correct. This last type of questions use **question tags**.

The rules for forming question tags with positive questions are:

- When forming question tags, if the statement is positive, the question tag should be negative.
- To form negative question tags, we have a verb, the word 'not', a pronoun and the question mark (?). The 'not' in a question tag is made into a contraction.

Examples of negative question tags are:

- isn't she? (is not she)
- aren't they? (are not they)
- isn't it? (is not it)
- can't I? (can not I)
- hasn't it? (has not it)
- don't we? (do not we)

Look at the following examples:

Jane is a school girl,



positive statement

isn't she?



negative tag

Yes, she is.



short answer

Bockarie and Lahai are friends,



positive statement

aren't they?



negative tag

Yes, they are.



short answer

Practice

Activity 1

Form negative question tags for the following statements.

Example: It's a hot day today. Answer: It is a hot day today, **isn't it?**

1. Fatou's parents are rich.
2. Her mother looks unhappy.
3. You and I see each other quite often.
4. I am quite tall for my age.
5. There is a lot of cassava in the pot.
6. There are crocodiles in the lake.
7. Mary and Joe like singing a lot.
8. Foday has gone home.
9. The judge was very fair.
10. My friends came to see me yesterday.

Activity 2

Write 10 sentences of your own using negative question tags.

Example: Mrs Bangura teaches well, **doesn't she?**

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| Lesson Title: Question Tags (Continuation) | Theme: Grammar |
| Practice Activity: PHL-09-040 | Class: JSS 3 |



Learning Outcomes

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

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

Overview

Question tags are a group of words ending with a question mark. A speaker adds question tags to a statement in order to get someone else to confirm what they have said. We use question tags not only to confirm statements, but also for emphasis.

The rules for forming question tags with negative questions are:

- When forming question tags, if the statement is negative, the question tag should be positive.
- To form positive question tags, we have a verb, a pronoun and the question mark (?).

Examples of positive question tags are:

- is she?
- are they?
- is it?
- can I?
- has it?
- do we?

Look at the following examples:

John is not the only boy in the class, is he?

↑
negative statement

↑
positive tag

No, he is not.

↑
short answer

The girls did not make a mess,

↑
negative statement

did they?

↑
positive tag

No, they did not.

↑
short answer

Practice

Activity 1

Form positive question tags for the following statements.

Example: Your dress is not clean. Answer: Your dress is not clean, **is it?**

1. Jim did not come home last night.
2. Maria is not one of her friends.
3. His father is not home.
4. Freetown is not the capital of Liberia.
5. All the shops are not open today.
6. We have not seen anything like this before.
7. The Principal does not know you were ill.
8. Janet hasn't done her homework.
9. It isn't evening yet.
10. You will not leave me here alone.

Activity 2

Write 10 sentences of your own using negative question tags.

Example: Mrs Challay does not feel well, **does she?**

| | |
|--------------------------------------|-----------------------|
| Lesson Title: Poetry | Theme: Reading |
| Practice Activity: PHL-09-041 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to revise a poem that will feature in the BECE examinations.

Overview

When you sit your BECE examinations, you will be expected to answer questions on poetry. You must answer the questions in short, concise sentences. Remember to use correct spelling and punctuation. There are three selected poems that will feature in the BECE examinations:

- *The Blind Boy* by Colley Cibber
- *Drought* by Denys Lefebvre
- *The Village Schoolmaster* by Oliver Goldsmith

To revise *The Blind Boy*, you should first identify what you know about the poem. For example, we know:

- The poet is called Colley Cibber.
- The poem is written in five stanzas.
- The boy in the poem was born blind.
- The blind boy longs for sight.
- The poem is a monologue. A monologue is a piece of writing that only has one speaker.
- The poem uses alliteration.
- The poet uses rhythm to make the poem sound like a song.

Practice

Activity 1

Read the poem and answer the comprehension questions.

The Blind Boy
By Colley Cibber

O SAY, what is that thing call'd light,
Which I must ne'er enjoy:
What are the blessings of the sight?
O, tell your poor blind boy!

You talk of wondrous things you see,
You say the sun shines bright,
I feel him warm, but how can he
Or make it day or night?

My day and night myself I make
Whene'er I sleep, or play
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You mourn my hapless woe,
But sure with patience I can bear
A loss I ne'er can know.

Then let not what I cannot have
My cheer of mind destroy;
Whilst thus I sing, I am a king,
Although a poor blind boy!

Comprehension questions

1. What wondrous thing does the blind boy say people talk about?
2. What two things does the blind boy not enjoy?
3. What does the blind boy not understand?
4. What attribute of the sun does he know? Quote the line that tells you this.
5. How does the blind boy know that it is day or night?
6. 'With heavy sighs I hear
You mourn my hapless woe'
Explain these lines in your own words.
7. What does the blind boy refer to as 'his hapless woe'?
8. What makes the blind boy cheerful?
9. The blind boy refers to himself as 'poor'. Do you think he feels sorry for himself? Give examples from the poem to support your answer.

Activity 2

Identify an example of the following literary devices in the poem:

1. Rhetorical question
2. Metaphor
3. Personification
4. Alliteration

| | |
|--|-----------------------|
| Lesson Title: Poetry (Continuation) | Theme: Reading |
| Practice Activity: PHL-09-042 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to identify the theme in a poem.

Overview

It is important to be able to identify the theme of a selected poem. The **theme** is the main idea in any piece of writing. The theme is often a lesson about life. It is important to note that the theme is different from the subject. The subject or topic is who or what the poem is about.

To find out the theme of a poem, start with the title. The title often gives clues about the poem. Then read the poem slowly. You should read a poem multiple times to help you understand it. Reading aloud can help too. A poem often has more than one theme. Think about who or what the poem is written about and who the audience might be. What kind of a message might the writer want to share with the reader?

The poem *Abiku* looks at tradition. Abiku is a name among the Yoruba people of Nigeria. It is a name for a child who is born and then dies before his or her second birthday. The baby Abiku enters into its mother's womb again to be reborn, only to die again and be reborn. This process is called 'reincarnation'.

Practice

Activity 1

Read the poem and answer the comprehension questions.

Abiku

By John Pepper Clark

Coming and going these several seasons,
 Do stay out on the baobab tree,
 Follow where you please your kindred spirits
 If indoors is not enough for you.
 True, it leaks through the thatch
 When floods brim the banks
 And the bats and owls
 Often tear in at night through the eaves,
 And at harmattan, the bamboo walls

Are ready tinder for the fire
That dries the fresh fish up on the rack.
Still, it's been the healthy stock
To several fingers, to many more will be
Who reach the sun
No longer then bestride the threshold
But step in and stay
For good. We know the knife scars
Serrating down your back and front
Like beak of the sword-fish,
And both your ears, notched
As a bondsman to this house,
Are all relics of your first comings.
Then step in, step in and stay
For her body is tired,
Tired, her milk going sour
Where many more mouths gladden the heart.

Comprehension questions


1. What is the subject of the poem?
2. What is the setting of the poem?
3. Who is the poet addressing in the poem?
4. In lines 1–4, do you think the poet was pleased with the Abiku? Give reasons for your answer.
5. In two sentences, describe the Abiku's home.
6. 'That dries the fresh fish up on the rack.' What does this suggest about the occupation of the Abiku's family?
7. 'No longer then bestride the threshold
But step in and stay
For good.'
What do you think the poet's mood is in these lines?
8. How do you know that the child is an Abiku?
9. What in the poem suggests that the Abiku's family is poor?

Activity 2

Explain the meaning of the following words as they are used in the poem:

1. brim
2. eaves
3. tinder
4. bestride
5. threshold
6. scars
7. serating
8. notched
9. bondsman
10. relics

| | |
|---|-----------------------|
| Lesson Title: Comparative Adjectives | Theme: Grammar |
| Practice Activity: PHL-09-043 | Class: JSS 3 |



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

1. Define comparative and superlative adjectives.
2. Know that not all adjectives take 'er' in the comparative form.

Overview

To make a comparison is to point out the likenesses and differences between things, people or activities. **Comparative and superlative adjectives** point out the differences between two or more people, places or things.

- The comparative is used for comparing two nouns.
- The superlative is used for comparing one noun with every other member of a group.

Examples:

- Vandy is old.
- Vandy's father is **older than** him. (comparative)
- Vandy's grandfather is **the oldest** in the family. (superlative)

In the first sentence, we are not comparing Vandy's age to anybody else's age. In the second sentence, we are comparing Vandy's age to his father's age, so we use the comparative form of the adjective, 'older than'. In the last sentence, we are talking about the ages of three people: Vandy, his father and his grandfather. Because three ages are being compared, we use the superlative form of the adjective, 'the oldest'.

The table below shows how to form comparative and superlative adjectives. Notice in the examples that the comparative uses 'than' and the superlative uses 'the'.

| Adjective | Comparative Form | Superlative Form | Examples |
|---|--|--|---|
| Adjectives with one syllable form their comparative comparisons with 'er' and their superlative comparisons with 'est'. | <ul style="list-style-type: none"> • shorter • longer • smarter • harder • softer | <ul style="list-style-type: none"> • shortest • longest • smartest • hardest • softest | Musa is short . Fatima is shorter than Musa. Suzette is the shortest in my family. |
| Most adjectives that have more than one syllable use 'more' (comparative) or | <ul style="list-style-type: none"> • more beautiful • more intelligent • more capable • more hopeful | <ul style="list-style-type: none"> • most beautiful • most intelligent • most capable • most hopeful | Saidu is clever . Alfred is more clever than Saidu. |

| | | | |
|---|---------------|---------------|---|
| 'most' (superlative) before the adjective. | • more clever | • most clever | Sarah is the most clever in our class. |
|---|---------------|---------------|---|

When forming the comparative and superlative, remember these spelling rules:

- For words ending with 'y', change 'y' to 'i' before the ending.
Example: heavy – heavier – heaviest, funny – funnier – funniest, lucky – luckier – luckiest
- For some words that end with 't', 'g' or 'n', you must double these letters before adding a comparative or superlative ending.
Examples: big – bigger – biggest, fat – fatter – fattest, thin – thinner – thinnest

There are some exceptions. The following adjectives are irregular:

- good – better – best
- bad – worse – worst
- far – further – furthest
- little – less – least
- many – more – most

Practice

Activity 1

Complete the following sentences using the comparative form.

Example: It is very **noisy** in here. We should go somewhere **quieter**.

1. The tea is very weak. I like it a bit _____.
2. The situation is not so bad. It could be _____, you know.
3. The weather is too cold here. I would like to live somewhere _____.
4. Your work is not good enough. I am sure you can do _____.
5. You are too near the camera. Can you move a bit _____ away.
6. The hotel was surprisingly big. I expected it to be _____.

Activity 2

Complete the following sentences using the superlative.

Example: This is a very big room. It is the **biggest** room in the house.

1. She is a very intelligent pupil. She is the _____ in the class.
2. Kandeh is a rich man. He is the _____ in the village.
3. He is a good player. He is the _____ in the team.
4. Christmas is a busy time. It is the _____ in the year.
5. This snake is poisonous. It is the _____ in this region.
6. It was a happy day. It was the _____ of my life.

Activity 3


Complete the sentences using the superlative or the comparative. Use the information in the sentence to determine whether you should use the superlative or the comparative.

Remember, the comparative compares two nouns whereas the superlative compares more than two.

Examples: We have the **biggest** house in the whole village. (big) My house is **bigger** than all the other houses in the village. (big)

1. Our school is _____ than all the other schools in town. (disciplined)
2. Sierra Leone is a small country in West Africa but the Gambia is _____. (small)
3. Mount Everest is the _____ mountain in the world. (high)
4. This holiday is the _____ we've ever had. (good)
5. I prefer this chair to the other one. It's _____. (comfortable)
6. Mr Kamara has three daughters. The _____ is twelve years old. (old)
7. It was a bad experience. It was the _____ of my life. (bad)

| | |
|--|-----------------------|
| Lesson Title: Comparative Adverbs | Theme: Grammar |
| Practice Activity: PHL-09-044 | Class: JSS 3 |

| | |
|---|---|
|  | <p>Learning Outcome By the end of this lesson, you will be able to use comparative adverbs in sentences.</p> |
|---|---|

Overview

To make a comparison is to point out the likenesses and differences between things, people or activities. **Comparative and superlative adverbs** are similar to comparative and superlative adjectives. They also point out the differences between two or more people, places or things. They show a degree of comparison.

- The comparative form is used for comparing two nouns.
- The superlative is used for comparing one noun with every other member of a group.

Examples:

- A donkey runs **slowly**.
- A cow runs **slower than** a donkey.
- A goat runs **the slowest**.

In the first sentence, we are not comparing the donkey to any other animal. In the second sentence, we are comparing the donkey's speed to a cow's speed so we use the comparative form of the adverb, 'slower than'. In the last sentence, we are talking about the speed of three animals: a donkey, a cow and a goat. Because three animals are being compared, we use the superlative form of the adverb, 'the slowest'.

The table below shows how to form comparative and superlative adverbs. Notice that they are formed in the same way as comparative and superlative adjectives.

| Adverb | Comparative Form | Superlative Form | Examples |
|--|--|--|--|
| One-syllable adverbs form their comparative comparisons with 'er' and superlative comparisons with 'est'. If they end in 'e', drop the 'e' before adding the ending. | <ul style="list-style-type: none"> • slower • faster • quicker • harder | <ul style="list-style-type: none"> • slowest • faster • quickest • hardest | I kicked the ball hard . My brother kicked the ball harder than me. My sister kicked the ball the hardest . |
| With adverbs ending in 'ly', you must use 'more' to form the comparative and 'most' to form the superlative. | <ul style="list-style-type: none"> • more quietly • more quickly • more slowly • more seriously • more smoothly | <ul style="list-style-type: none"> • most quietly • most quickly • most slowly • most seriously • most smoothly | Lizette answered the question quickly , but Abdul answered more quickly than Lizette. Julia answered the most quickly . |

There are some exceptions. The following adverbs are irregular:

- well – better – best
- badly – worse – worst
- far – further – furthest
- little – less – least
- much – more – most

Practice

Activity 1

Write the comparative and superlative forms of the following adverbs.

| Adverb | Comparative Form | Superlative Form |
|---------|------------------|------------------|
| soon | | |
| easily | | |
| often | | |
| quickly | | |
| hard | | |
| fast | | |
| clearly | | |

Activity 2

Use the comparative forms of the adjectives in the table in Activity 1 to write sentences of your own.

Activity 3

Fill in the blanks with the appropriate form of the adverb in brackets.

1. Modu ran the race well but Bola was _____. (well)
2. Of all the girls in the choir, Mariama sings _____. (beautifully)
3. The _____ (soon) he arrives, the better.
4. Abu snores loudly but his roommates snore _____. (loud)
5. If you want to succeed in the examination, you must work _____. (hard)

| | |
|---|---|
| Lesson Title: Spelling and Dictation | Theme: Reading, Speaking and Writing |
| Practice Activity: PHL-09-045 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to spell, pronounce and use new words.

Overview

New words are formed when a word or a syllable is added to them. Sometimes, a word or a syllable is added in front of a word to form a new word. Syllables added in front of a word are called **prefixes**. Sometimes a word or a syllable is added at the end of a word to form new words. Syllables added at the end of a word are called **suffixes**.

Some common prefixes are 'im', 'un', 'dis'; 'anti', 're' and 'ex'. These prefixes all have different meanings. When added in front of a word, they form a new word.

- The prefixes 'im', 'un' and 'dis' all mean 'not'.
Examples:
 - Immobile means not mobile.
 - Impolite means not polite.
 - Unlucky means not lucky.
 - Unimportant means not important.
 - Disapprove means not approve.
 - Disobedient means not obedient.
- The prefix 're' means again.
Examples:
 - Redo means to do again.
 - Remake means to make again.
 - Rebuild means to build again.
- The prefix 'anti' means against. It is often connected by a hyphen.
Examples:
 - Anti-malaria means against malaria.
 - Anti-corruption means against corruption.
 - Antibacterial means against bacteria.
- The prefix 'ex' means old or former. It is often connected by a hyphen.
Examples:
 - Ex-president means former president.
 - Ex-combatant means former combatant.
 - Ex-wife means former wife.

Some common suffixes are 'ing', 'ed', 'tion' and 'ful'. When these suffixes are added to words, they form new words.

- The suffix 'ing' is often added to verbs to make a continuous tense.
Examples: exercising, behaving, playing, stopping
- The suffix 'ed' is also often added to verbs to make the past participle.
Examples: exercised, behaved, played, stopped
- The suffix 'tion' is often added to verbs to form nouns.
Examples: motivate – motivation, invite – invitation, attract – attraction
- The suffix 'ful' is often added to nouns to form adjectives.
Examples: care – careful, hope – hopeful, beauty – beautiful, use – useful

Practice

Activity 1

Use the following prefixes and suffixes to make words. Check the words you make in a dictionary.

Prefixes

1. mis
2. un
3. dis
4. super
5. de

Suffixes

6. an
7. less
8. ish
9. hood
10. able

Activity 2

Form nouns from the following verbs.

1. decide
2. drive
3. consider
4. behave
5. report
6. come
7. transport
8. select
9. free
10. marry

| | |
|---|-----------------------|
| Lesson Title: Semi-Formal Letter | Theme: Writing |
| Practice Activity: PHL-09-046 | Class: JSS 3 |



Learning Outcomes

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

1. Name the features of a semi-formal letter.
2. Develop an outline and paragraphs for a semi-formal letter.

Overview

Semi-formal letters are letters we might write to relatives, like our father, mother, uncle, aunt, grandmother or grandfather. All of these people are older than us. Since these people are older than us, our language and choice of words should be polite.

Semi-formal letters are written to do things such as give information about the family, describe an occasion or event, ask for a special favour, or express thanks in appreciation for something done for you.

Semi-formal letters are similar to informal letters. Both letters can contain contractions. This means you can write 'I'm' for 'I am', 'I've' for 'I have' and 'I'll' for 'I will'. However, a difference between them is that you can only use informal expressions such as jokes and slang in informal letters. You should not do so in semi-formal letters. Also, you may begin an informal letter with 'Hi' or 'Hello' but a semi-formal letter should have the salutation 'Dear' or 'Dearest'.

The features of a semi-formal letter are:

- address
- date
- salutation/greeting
- body – subdivided into paragraphs, starting with the introduction and ending with the conclusion
- ending
- your name

Practice

Activity 1

Develop an outline of a letter you would write to your father who is away from home, explaining why you had poor grades in the English Language examination.

| | |
|------------------------------|------------------------|
| | (Your address) _____ |
| | (Date) _____ |
| (Salutation/Greeting) _____, | |
| (Body) _____ | |
| _____ | |
| _____ | |
| | (Closing) _____, |
| | (Your full name) _____ |

Activity 2

Use the outline from Activity 1 to help you develop three paragraphs for your letter. The first paragraph should include a greeting and say why you are writing. In the second paragraph, explain your problem. Then write a concluding paragraph to finish your letter.

| | |
|---|-----------------------|
| Lesson Title: Semi-Formal Letter (Continuation) | Theme: Writing |
| Practice Activity: PHL-09-047 | Class: JSS 3 |



Learning Outcomes

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

1. Develop paragraphs for a semi-formal letter.
2. Write a semi-formal letter to a teacher.

Overview

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

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

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

- address
- date
- salutation/greeting
- body –subdivided into paragraphs, starting with the introduction and ending with the conclusion
- closing
- your name (your full name if you are writing to someone you don't know very well)

The paragraphs in a semi-formal letter should be well organised. The first paragraph should introduce the topic of the letter and express pleasantries. The following paragraphs should share information and support the main idea in the first paragraph. The last paragraph is the conclusion. This is where you end your letter. Each paragraph should introduce a point and then provide supporting details. Your sentences should be clear and concise.

The following is an example of a good introductory paragraph:

Uncle Albert, I'm glad to inform you that I've received the sum of Le 200,000 that you sent for me through Airtel Money. Thank you very much for that. As you may be aware, the tuition fee for the current academic year is Le 120,000. I intend to pay this amount to the school by Thursday 13th October at the latest'

Practice

Activity 1

Write a semi-formal letter to your teacher, asking for permission to be absent from school for two weeks. Be sure to include all of the features of a semi-formal letter.

Activity 2

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

- address
- date
- salutation/greeting
- body – starting with the introduction and ending with the conclusion
- closing
- your full name
- no spelling or grammar errors

| | |
|---|-----------------------|
| Lesson Title: Semi-Formal Letter (Continuation) | Theme: Writing |
| Practice Activity: PHL-09-048 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to write a semi-formal letter to a parent or guardian.

Overview

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

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

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

- address
- date
- salutation/greeting
- body –subdivided into paragraphs, starting with the introduction and ending with the conclusion
- closing
- your name

Practice

Activity 1

You want to attend senior secondary school in another town and your parents have disagreed. Plan and then write a semi-formal letter to them, convincing them to allow you to attend the school of your choice.

Remember to include the reasons why you want to attend the school and some supporting details.

Activity 2

Use the checklist below to check your letter:

- Does the letter contain all of the features of a semi-formal letter?
- Are the paragraphs well-developed? Have you made a good, clear argument for supporting your education?
- Is the language appropriate for a semi-formal letter?
- Are the spelling, grammar and punctuation correct?

| | |
|---|-----------------------|
| Lesson Title: Direct and Indirect Speech | Theme: Grammar |
| Practice Activity: PHL-09-049 | Class: JSS 3 |



Learning Outcome

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

1. Define direct and indirect speech.
2. Give some examples of direct and indirect speech.

Overview

Direct speech is the exact words of the speaker. It can also be called ‘quoted speech’ because what a person says appears in inverted commas and should be their exact words.

Examples:

- She said, ‘Today’s lesson is on direct speech’.
- ‘Today’s lesson is on direct speech’, she said.
- I said, ‘I don’t understand you’.
- She asked, ‘What are you doing here?’

Indirect speech reports the words of a speaker to someone else. It is also called ‘reported speech’. It is not written in inverted commas. Indirect speech is reporting on something that has already been said so the verbs have to be in the past tense.

Examples:

- She said that today’s lesson was on direct speech.
- He said that he didn’t understand me.
- She asked me what I was doing there.

When changing direct speech to indirect speech, the verbs usually change to the past tense. The pronouns change too. The table below shows the pronoun changes from direct speech to indirect speech.

| Subject and Object Pronouns | Demonstrative Pronouns and Time Words |
|---|--|
| <ul style="list-style-type: none"> • I becomes he/she • me becomes him/her • we becomes they • us becomes them • you becomes they/them | <ul style="list-style-type: none"> • this becomes that • these becomes those • here becomes there • now becomes then • today becomes that day • tomorrow becomes the next day/the following day • yesterday becomes the day before/the previous day |

Practice

Activity 1

Change the following sentences into indirect or reported speech.

1. Sarah said, 'Jane is my best friend.'
2. She said to me, 'Jane has a very good job.'
3. Musa said, 'I don't eat fish.'
4. Mr Bangura said, 'You will have a test on verbs tomorrow.'
5. Karim said to the girls, 'These lamps were bought yesterday.'
6. The Principal said to us, 'This girl has the ability to succeed.'

Activity 2

Rewrite the following sentences using direct speech.

1. The secretary said that she had only received two emails that day.
2. Jack told us that he didn't have any brother or sisters.
3. She said that she had taken the victim to that hospital.
4. The driver told me that the man had not been paying attention while crossing the road.
5. His wife said that she would not accept 'no' for an answer.
6. Tom told Idriss that the boatmen were to be blamed for the accident.

| | |
|---|-----------------------|
| Lesson Title: Direct and Indirect Speech (continuation) | Theme: Grammar |
| Practice Activity: PHL-09-050 | Class: JSS 3 |



Learning Outcome

By the end of this lesson, you will be able to build sentences using direct and indirect speech.

Overview

Direct speech is the exact words of the speaker. It should be in inverted commas. **Indirect speech** reports the words of a speaker to someone else. It is not written in inverted commas.

Examples:

- Direct speech: Julius said, 'I was in class yesterday.'
- Indirect speech: Julius said that he was in class the day before.

Sentences using direct speech can be formed in two ways:

- Either start with the name of the person who made the statement, followed by a comma. Then state the words he or she said. What was said should be written in inverted commas and end with a full stop.
Example: I said, 'I live on this street.'
- Or change the order and put what was said first in inverted commas, followed by a comma and the speaker.
Example: 'I live on this street', I said.

To change direct speech to indirect speech, we make changes to the verb, pronouns and indicators of time. Remember to change the pronouns, the time words and the verb tense. When changing from direct speech to indirect speech, what was said is usually introduced using the word 'that'.

Example: You told me that you live on this street.

Practice

Activity 1

Last week you met Abdul, a friend who you haven't seen in a long time. Here are some of the things he said to you:

- I am now attending school in Ghana.
- I like my new school very much.

- My father isn't well, but my mother is doing fine.
- My sister Ramatu got married last year.
- She has a baby girl.
- I saw our friend Hawa at a party in December.
- Our friend Chris is also attending the same school as me.
- I will tell him I saw you.

Now, tell another friend what Abdul said using reported or indirect speech.

Example: Abdul said that he was attending school in Ghana.

Activity 2

Complete the following conversations, where Speaker B uses reported speech saying the opposite of what Speaker A says.

Example: Speaker A: This house is big.

Speaker B: Is it? I thought you said it was small.

1. Speaker A: Mary is coming to the party tonight.
Speaker B: Is she? I thought you said _____.
2. Speaker A: Jane loves Paul very much.
Speaker B: Does she, last week you said _____.
3. Speaker A: Joyce will be here next week.
Speaker B: Will she? I thought you said _____.
4. Speaker A: I can speak French very well.
Speaker B: Can you? But you said _____.
5. Speaker A: I haven't been to a concert in ages.
Speaker B: Haven't you? I thought you said _____.

Activity 3

Rewrite the following sentences using direct speech.

Example: Alimatu told Moses that his parents were not in town.

Alimatu said to Moses, 'My parents are not in town.'

1. She said that she was going to learn how to bake a cake.
2. The teacher said that she would not be coming to class the next day.
3. Mary said she did not have time to study at home.
4. James told me that he had a new bicycle.
5. Mother said that she adored the new football star.

Answer Key – JSS 3 Term 1

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| Lesson Title: Oral Narrative (Self-Introduction) |
| Practice Activity: PHL-09-001 |

Activity 1

Example self-introduction:

My name is Jane Sesay. I was born on the 5th August 2001. I am 17 years old. I live at 10 Cole Street, Freetown, but I come from Makeni. There are many people in my family. I have six brothers and three sisters. I am a JSS 3 pupil at Freetown Secondary School for Girls. My favourite subjects are Maths and English. In my free time, I like to play netball and read. My favourite foods are rice and cassava leaves. In ten years, I see myself as a university graduate.

Activity 2

Example self-introduction:

My name is Jane Sesay. I was born on the 5th August 2001. I am 17 years old. I speak Temne, Krio and English. I live at 10 Cole Street, Freetown, but I come from Makeni. There are many people in my family. I have six brothers and three sisters. My mother is a shopkeeper and my father drives a bus. I am a JSS 3 pupil at Freetown Secondary School for Girls. My favourite subjects are Maths and English. In my free time, I like to play netball and read. My favourite foods are rice and cassava leaves. In ten years, I see myself as a university graduate. I would like to be a university professor in the future.

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| Lesson Title: Fluent Reading Exercises |
| Practice Activity: PHL-09-002 |

Activity 2

Example answers:

1. When I read the paragraph in a calm tone, my voice was softer and did not rise and fall as much. When I read in a sad tone, I read more slowly. When I read in an angry tone, I read faster and louder.
2. When I read in a calm tone, I did not emphasise any part of the paragraph. When I read in a sad tone, I emphasised the last sentence. When I read in an angry tone, I emphasised 'awful mess' and 'I will have to be the one to clean up'.

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| Lesson Title: Revision of the Eight Parts of Speech |
| Practice Activity: PHL-09-003 |

Activity 1

Example answers:

- noun: cat, Ghana, Fatima
- pronoun: she, himself, whom
- adjective: lazy, round, three
- verb: run, speak, go
- adverb: quickly, very, frequently
- preposition: on, beside, under
- conjunction: and, but, or
- interjection: Wow! Oh no! Oh my!

Activity 2

1. no – interjection; my – pronoun
2. put – verb; on – preposition
3. quickly – adverb; question – noun
4. to – preposition; school – noun
5. think – verb; geometry – adjective
6. they – pronoun; or – conjunction

Activity 3

Example sentences:

1. Sadly (adverb) William (noun) lost (verb) his (pronoun) new (adjective) shoes (noun).
2. Wow (interjection)! Aminata (noun) is (verb) very (adverb) clever (adjective).
3. Often (adverb), rice (noun) and (conjunction) beans (noun) are eaten (verb) in (preposition) boarding (adjective) schools (noun).

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| Lesson Title: Nouns |
| Practice Activity: PHL-09-004 |

Activity 1

Example concrete nouns:

- dog
- table
- Ghana
- ball
- Kakum National Park
- parents

- rain
- leaf
- Musa
- pupils

Example sentences:

- **Musa** and his **parents** took a trip to **Ghana** to see **Kakum National Park**.
- The **dog** chased the **ball** under the **table**.
- Our teacher sent the **pupils** out in the **rain** to collect **leaves**.

Activity 2

Example abstract nouns:

- sickness
- excitement
- friendship
- truth
- love
- lies
- hope
- curiosity
- pain
- trust

Example sentences:

- Our **friendship** is based on **truth** and **trust**, not **lies**.
- Often when there is **sickness** in a family, people have **pain** and lose **hope**.
- The children were full of **excitement** and **curiosity** about the class trip.
- Her heart was full of **love** for the new baby.

Activity 3

1. people – concrete; fear – abstract
2. mother – concrete; friends – concrete
3. patience – abstract; virtue – abstract
4. life – abstract; problems – abstract
5. grandfather – concrete; kindness – abstract
6. Europe – concrete; enthusiasm – abstract

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| Lesson Title: Reading Comprehension |
| Practice Activity: PHL-09-005 |

Activity 2

1. The ripe mangoes were at the back of the school workshop.
2. I think the area was forbidden because it might be dangerous. It could also be forbidden because the school did not want pupils to pick the mangoes.
3. Bundor decided to pick the mangoes because it was almost lunch and he was hungry.

4. Brima and Bundor did not demonstrate good discipline because they did not obey the school rules.
5. The Principal yelled at Bundor and demanded that he get down from the tree.

Activity 3

1. Disciplined: controlled behaviour
The pupils were disciplined on their class trip. (behaved well)
2. Highlighted: picked out; emphasised
The teacher used a map when she highlighted the different trade routes.
3. Forbidden: not allowed
We are forbidden from eating in class.
4. Tempting: appealing to someone; desirable
The cakes in the shop look tempting!
5. Dashed out: left a place quickly
We were late for school so we dashed out of the house and ran.

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| Lesson Title: Reading Comprehension from a Selected Passage |
| Practice Activity: PHL-09-006 |

Activity 1

1. Things that cause litter on our streets and beaches include: pieces of paper, orange peels, gum wrappers, bottles and empty water sachets.
2. Many people like you and me litter the streets.
3. There is litter everywhere.
4. Fines should be paid and schools should have to teach about the problems of litter.
5. The writer does not approve of littering. He or she does not like it.

Activity 2

1. Habits: routine behaviour that we do regularly without thinking
2. Nowadays: at the present time (not in the past)
3. Casual: relaxed, unconcerned
4. Reinforce: to strengthen or support something
5. Mandate: to give an order or a command

Example sentences:

1. My father has a **habit** of carrying a flask of tea with him to work every day.
2. **Nowadays**, people want to have smartphones.
3. People in the old days were very **casual** about polygamy.
4. We need to **reinforce** the importance of caring for the environment in our community.
5. Schools **mandate** that pupils arrive on time daily.

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| Lesson Title: Reading Comprehension from a Selected Passage (Continuation) |
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| Practice Activity: PHL-09-007 |
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Activity 1

1. Bush lamps and a Tilley lamp were used. The Tilley lamp was brighter.
2. Mai'unguwa Domoso, Kanwa and Nomau were present at the meeting.
3. They were not supposed to be at the meeting. They were supposed to be studying the Koran at the Imam's house.
4. According to the elders, the children will no longer work for them and the children will stop respecting their fathers.
5. Nomau was angry.
6. Domoso's decision was not to send the children of their village to the new village school.
7. 'assembled' in the first sentence.

Activity 2

1. Brought along: brought with him/her to a place
2. Crept: moved slowly and carefully to avoid being seen or heard
3. Shocked: surprised and upset
4. Interrupted: stopped someone speaking/spoke across someone who is speaking
5. Crossly: angrily

Example sentences:

6. When we went to the market, Susan **brought along** her little sister.
7. The boys **crept** out of the house late at night.
8. I was **shocked** to find the bus had left without me.
9. The teacher **interrupted** the boy to correct him.
10. My mother **crossly** told me to stop playing and clean up the dishes.

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| Lesson Title: Consolidation |
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| Practice Activity: PHL-09-008 |
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Activity 1

1. John said to his sister, 'I am going out now.'
2. 'Okay,' she said, 'What time will you be back?'
3. Be careful! That's an electric fence. Don't go near it.
4. Wow! What a lovely dress you are putting on. Who made it for you?
5. Next week, we will buy some groceries, some books and all that we need.

Activity 2

Example composition:

Every day at around 6:30am, I hear my mother shout, 'Jane, get up or you will be late for school.' I quickly get up and rush to the bathroom to take a bath. After that, I get dressed and take my breakfast. I usually have some bread, some tea and some porridge for breakfast. I then say goodbye to my parents and rush to school.

At school, I pay attention in class, and I normally enjoy all my lessons. My teachers are pleased with my progress and often say to me, 'Keep it up, Jane.'

After school, I go home and do my chores. I rest for a while and then have my lunch. As soon as I finish eating, I sit down to do my homework. When my father comes home from work, he usually says, 'That's a good girl! I am proud of you.'

When I finish doing my homework, I always want to watch TV, but my mother will not allow it. I ask, 'Why not, Mama?', and she says, 'You need to have a good night's rest.' I usually go to bed at 9:00pm.

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| Lesson Title: Consolidation (Continuation) |
| Practice Activity: PHL-09-009 |

Activity 1

Once, a group of white men came to visit our village. They met us playing football in the field and they greeted us. 'How do you do?' they said, in a sing-song kind of way. We were amazed at how they spoke and we burst out laughing. To make things worse, Saidu, our goal keeper, started mimicking them, saying, 'How do you do?' over and over again, speaking as if he was talking through his nose. Suddenly, one of the white men shouted, 'Hello!' We were scared and we ran away, leaving them staring after us.

Activity 2

Example answers: (any two items under each type of punctuation)

1. full stop

- A full stop is a type of end punctuation.
- It is used at the end of a declarative or imperative sentence.

2. comma

- A comma separates items in a list.
- It is used after introductory words or phrases.
- It is used in question tags.
- It is used with quotation marks or inverted commas.

3. question mark
 - It is used after a direct question.
 - It is also used with question tags.
4. exclamation mark
 - It is used to show strong emotion such as anger, excitement or surprise.
 - It is often used with interjections.
5. colon
 - A colon can be used to introduce a list.
 - It can draw attention to a noun or a noun phrase.
 - It can be used to present examples or quotations.
 - A colon can only be used after a complete thought.
6. inverted commas or quotation marks
 - Quotation marks are used to show someone's exact words or thoughts.
 - They can also be used to indicate the titles of texts like stories, essays or poems.

Activity 3

Example sentences:

1. My name is John Bangura.
2. I love to read, play football, watch movies and have a swim in the river when I am free.
3. Where do you come from?
4. Oh no! You can't ask me that. You know we all come from the same village.
5. I am going home now and I am going to do the following: eat, watch TV, sleep and do some homework.
6. Abu said to me, 'Come on John, let's go and play football!'

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| Lesson Title: Spelling Drills |
| Practice Activity: PHL-09-010 |

Activity 1

- | | |
|---------------|--------------|
| 1. swimming | 6. beginning |
| 2. donkeys | 7. sieve |
| 3. receive | 8. conscious |
| 4. continuous | 9. junior |
| 5. occasion | 10. written |

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| Lesson Title: Revise Adjectives |
| Practice Activity: PHL-09-011 |

Activity 1

Buakei's Cats

Buakei has **two large** cats. One is **black** and the other is **white**. He bought **these lovely** pets at the market a year ago. The cats love their **kind** master very much because he always takes **good** care of them. When people ask, '**Whose** cats are **those**?' Buakei proudly says, '**These** cats are **my** cats. Aren't they **lovely**? They just need a **little** care and attention and they are so **grateful**.'

Activity 2

1. Descriptive adjectives describe the quality or state a person or a thing.
2. Adjectives of quantity are used to describe quantity or degree.
3. Possessive adjectives are used to show possession; that something belongs to someone.
4. Adjectives of colour describe the colour of something.
5. The word 'Nigerian' is an example of a proper adjective.
6. Demonstrative adjectives are used to point out or identify nouns.

Activity 3

Example sentences:

1. Possessive adjectives: my, your, his, her, its, our, their
 - **My** book is on **his** table.
 - The cat put **its** tail on **her** face.
2. Interrogative adjectives: what, which, whose
 - **What** book are you reading?
 - **Whose** dress do you prefer?
3. Demonstrative adjectives: this, that, these, those
 - **These** pencils are mine.
 - Where are **those** girls going?
4. Proper adjectives
 - He is putting on a **European** shirt.
 - This **African** lady is beautiful.
5. Adjectives of quantity
 - I have not had **any** food since morning.
 - He has **enough** bread.

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| Lesson Title: Verb Tenses |
| Practice Activity: PHL-09-012 |

Activity 1

1. Tonya **speaks** French very well.
2. I do not normally **drink** coffee.
3. Water **freezes** at 0 degrees Celsius.
4. She never **goes** to school on time.
5. We **watch** television every evening.
6. Mariatu **fixes** pictures well.

Activity 2

Example composition:

My Sister's Weekend Routine

On Saturdays, my sister wakes up late. She says she does not like to get up early when she does not have to go to school. When she gets up from bed, she quickly eats her breakfast because she has a lot to do. First, she helps my mother in the kitchen to prepare the main meal of the day. Then she does some cleaning around the house. She sweeps all the rooms in the house and dusts the furniture. When she finishes her chores, she relaxes and she watches television.

On Sundays, she goes to church very early in the morning. In the afternoon, she does her homework and gets ready for school on Monday.

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| Lesson Title: Poetry |
| Practice Activity: PHL-09-013 |

Activity 2

1. 'What are the blessings of sight?' or
'...but how can he
Or make it day or night?'
2. a. 'blind boy' – alliteration
b. 'whilst thus I sing, I am a king' – metaphor
c. 'I feel him warm' – personification

Activity 3

1. as; like
2. metaphor
3. human
4. end rhyme; sound
5. rhetorical question
6. rhythm

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| Lesson Title: Poetry (Continuation) |
| Practice Activity: PHL-09-014 |

Activity 2

The Radio

by Emman T Anamatemfiok

The radio is a woman – (metaphor)

Who talks all the time.

It talks so much

And sings for us.

It shouts sometimes,

Sometimes whispers to us.

It warns sometimes

And sometimes advises. – (personification)

The radio is an angry bee

That buzzes all the time. – (metaphor)

It makes so much noise

And laughs as well. – (personification)

It sings with a beautiful voice

Like a lark. – (simile)

But I hate its boring talk!

Activity 3

Example sentences:

1. My Aunt Musu is as gentle as a lamb. (simile)
2. His car wash business was a gold mine. (metaphor)
3. The sun is smiling down at us. (personification)

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| Lesson Title: Poetry |
| Practice Activity: PHL-09-015 |

Activity 1

1. The theme of the poem is the effects of the drought on nature.
2. It means there is no rainfall, which causes problems.
3.
 - a. The soil becomes dry and wrinkled.
 - b. The air is very hot. It is 'molten'.
 - c. The islands become scorched and bare.
 - d. The animals lose weight and they become weak and tired.
 - e. The pools/rivers dry up.
 - f. The grassland and everything on it withers away and dies.
4. The oxen long for water, cool pasture and shade from trees.
5. The sun-god drives through hours of blinding light, stays a moment and disappears at night.
6. Another word for 'steed' is 'horse'.

Activity 2

Line 1 – 'all- pervading' means penetrating/spreading out everywhere. It describes the heat.

Line 2 – 'deathly' means like death. It describes the silence or quietness around.

'Molten' means melted heat. It describes the air.

Line 3 – 'scorched' means burnt by intense (great) heat; 'bare' means exposed/uncovered. They describe the islands.

Line 4 – 'warm' means not cool. It describes the wind.

Line 5 – 'wide-eyed' means with eyes wide open; 'gaunt' means lean/very thin; 'spent' means tired. These adjectives describe the oxen.

Line 6 – 'shrunken' means made smaller or reduced in size. It describes the pool.

Line 7 – 'cool' means slightly cold. It describes the pastures.

Line 10 – 'halting' means stopping. It describes the hours, when the heat and dryness doesn't seem to stop.

Line 10 – 'blinding' means something too bright to see; 'blazing' means burning/flaming. They describe the light.

Line 11 – 'shining' means very bright. It describes the sun-god's steeds.

Line 13 – 'cloudless' means without clouds; 'starlit' means lit up by stars. They describe the sky at night.

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| Lesson Title: Revise the Types of Prose |
| Practice Activity: PHL-09-016 |

Activity 1

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

Activity 2

1. descriptive; adjectives
2. explanatory
3. narrative
4. fiction
5. descriptive
6. explanatory

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| Lesson Title: Revision of The Prose Examination Requirements for BECE |
| Practice Activity: PHL-09-017 |

Activity 1

1. The author of the text is Mariama Ba.
2. It is an epistolary text. It is written in the form of letters.
3. The setting of the story is Senegal.
4. The cultural background of the people is an indigenous society, where polygamy is widely practised.
5. They practise the Muslim religion.
6. The major themes in the novel are: the life of women in Senegal in the 1970s and 1980s, family and community life, Islam and polygamy, death (burial rituals), traditional practices, customs and beliefs.
7. Example answers:
The major characters are:
Ramatoulaye:
 - She is a widowed Senegalese woman.
 - She narrates her story to her best friend in the form of letters.
 - She narrates the story of how her husband abandons her and takes a second wife after 25 years of marriage and 12 children.
 - She is well educated and teaches at a university.Modou:
 - He was the husband of both Ramatoulaye and Binetou.
 - He was well educated, handsome and charming.

- For his own selfish desires, he married Binetou and cut ties with his 12 children and first wife, Ramatoulaye.
- He later died of a heart attack.

Mawdo:

- He is the ex-husband of Aïssatou.
- After being pressured by his mother Nabou, Mawdo follows the tradition of polygamy and marries a young girl, also named Nabou, who is his first cousin.
- After his marriage with Nabou, Aïssatou (his first wife) divorces him.
- He is Modou's long-time friend and a doctor.

Aïssatou:

- She is Ramatoulaye's best friend, to whom the letters are addressed.
- She divorced Mawdo because she did not believe in polygamy.
- She leaves Senegal with her four sons and moves to the United States to start a new life.

Binetou:

- She is a young girl who marries her 'sugar daddy' (Modou) because her mother, who was poor, wanted to live the high life and climb the social ladder.
- Binetou became an outcast who never quite fitted in with the younger couples or the mature adults.

Little Nabou:

- She was raised by Mawdo's mother, Grande Nabou.
- She is brought up under very traditional Muslim customs and becomes a midwife.
- She later marries Mawdo Bâ to be his second wife.
- She is the niece of Grande Nabou and the first cousin of Mawdo Bâ.

Grande Nabou:

- She is Mawdo Bâ's mother, who influences him to marry Little Nabou.
- She dislikes Aïssatou since she comes from a working-class family and her father is a jewellery maker.
- Grande Nabou is a princess from a royal family in Senegal and is very conservative in her views and traditions.

Activity 2

1. The author of the text is Robert Wellesley Cole.
2. It is an autobiography.
3. The setting of the story is Freetown, Sierra Leone.
4. The cultural background is that of the Sierra Leone Creoles, whose origin was of liberated African ancestors.
5. They practised Christianity.

6. The predominant themes in the novel are the history and culture, traditional beliefs and practices of the Creoles.
7. Some major characters in the novel are: the author Robert, also called Ageh, his father, Wilfred Cole, his mother, his grandmothers, Granny Smart and Granny Cole, his siblings and his foster brothers.

Kossoh Town Boy is the boyhood story of a Robert Wellesley Ageh Cole who later became a surgeon. The novel talks about his birth in Freetown, Sierra Leone, his early childhood and family life, his education at Government Model School, Prince of Wales School, Sierra Leone Grammar School and later Fourah Bay College. It tells of how he was moulded and tutored both formally and informally by his parents, family members and teachers.

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| Lesson Title: Revision of Prose Examination Strategies for BECE |
| Practice Activity: PHL-09-018 |

Activity 1

1. The writer is Ramatoulaye.
2. The occasion was the death of her husband; her husband had just died.
3. The items used were: incense, eau-de-cologne, cotton wool, muslin, *zem-zem* and wrappers.
4. The alms were placed on a winnowing fan.
5. *Zem-zem* is miracle water from the holy places of Islam.
6. Ramatoulaye felt sorry for her because she was so young and already experiencing sadness.

Activity 2

1. The author, Robert Wellesly Cole, also known as Ageh, was telling the story.
2. A newborn baby was receiving its first bath.
3. Grandmother's task was to give the baby its bath.
4. She carried out her task with determination. She was undisturbed and unmoved by the baby's cries.
5. The baby's first drink was *agbo*.
6. 'Half choking, I gulped hard, swallowed, and let out a yell of even louder protest.'

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| Lesson Title: Essay Writing |
| Practice Activity: PHL-09-019 |

Activity 1

Example outline:

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| Title: Children Should Have Daily Chores |
| Introduction <ul style="list-style-type: none"> • Children should have daily chores because it teaches them important life skills they will need as adults. • Everybody in a family lives in the house, so everyone should help take care of it and maintain it. |
| Body <ul style="list-style-type: none"> • Daily chores teach discipline and responsibility. • Learning skills like cooking, cleaning and basic repairs will be helpful in later life. • Example: when you go to university or boarding school you need to take care of your own uniform – your mother is not doing your washing for you. |
| Closing statement <ul style="list-style-type: none"> • Chores are also important because they make children understand that everyone must play their part in a family. • Chores give children an experience of real life. |

Activity 2

Example persuasive essay:

Children's Daily Chores Are More Than a Bore!

Children should have daily chores because it teaches them important life skills they will need as adults. In later life, they will have to be responsible for keeping their space and their things clean and tidy. Also, everybody in a family lives in a house, so everyone should help to take care of it and maintain it.

Daily chores teach discipline and responsibility. We all need to have these values to be successful in life. Also, learning skills like cooking, cleaning and making basic repairs will be helpful when children no longer have their parents to do things for them. For example, when you go to university or boarding school, you need to take care of your own uniform – your mother is not doing your washing for you.

Chores are also important because they make children understand that everyone must contribute to a family. Family members help each other, and that includes taking care of the home. Parents must raise children who are capable of taking care of themselves. Without chores, children will lack basic home-care skills that will lead to a disorganised house and laziness in adulthood. Chores give children an experience of real life.

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| Lesson Title: Developing Paragraphs in Essay Writing |
| Practice Activity: PHL-09-020 |

Activity 1

Example topic sentences:

1. There are a number of reasons why I have not been doing well in school.
2. Mr Kamara, who taught me in JSS 1, is my favourite teacher.
3. The worst day at school was when I forgot my shoes for football and we had an important match.

Activity 2

Example supporting sentences:

1. One reason why I perform poorly in school is that I do not have textbooks. Another reason why I do not perform well in school is because I do a lot of chores at home and have little or no time to study.
2. He is my favourite teacher because he was always kind and patient when explaining complicated Maths problems. In addition, he always made lessons fun and interesting.
3. Because I did not have my shoes, I was not able to play in the match. I am a great goal-keeper and the player who replaced me let the other team score too many times.

Activity 3

Example paragraphs:

1. There are a number of reasons why I have not been doing well in school. One reason why I perform poorly in school is that I do not have textbooks. It is very difficult to revise the materials after school without textbooks. I have to borrow from friends and share textbooks, and sometimes that is not possible. Another reason why I do not perform well in school is I because do a lot of chores at home and have little or no time to study. If I had more time to work on my studies, I could do better. I have not been doing well in school but if I could make some changes, such as getting textbooks and more time to study, I know I could improve.
2. Mr Kamara, who taught me in JSS 1, is my favourite teacher. He is my favourite teacher because he was always kind and patient when explaining complicated Maths problems. Maths is not easy in JSS. We have to learn all kinds of new things and some of them are very difficult. But Mr Kamara was always willing to help us, even after school. In addition, he always made lessons fun and interesting. Sometimes, Maths can be boring. All we do is listen to the teacher and practise solving problems. With Mr Kamara, the lessons were different. He always brought in examples from real life where Maths is

useful. This made me appreciate Maths a lot more. Mr Kamara truly is the greatest teacher I have had.

3. The worst day at school was when I forgot my shoes for football and we had an important match. I love playing football and my team needs me. I do not know how I forgot. Because I did not have my football shoes, I was not able to play in the match. I had to sit on the sidelines and watch my team lose. I am a great goal-keeper and the player who replaced me let the other team score too many times. I felt responsible for the team losing because I forgot my shoes.

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| Lesson Title: Verb Tenses |
| Practice Activity: PHL-09-021 |

Activity 1

Example sentences:

1. Two hours ago, I **was eating** a banana.
2. At 4.30 this morning, I **was sleeping**.
3. At 5 o'clock last Sunday, I **was reading** a book.
4. When the teacher entered the classroom, we **were talking**.
5. When my mother arrived home, I **was playing** outside.

Activity 2

Example sentences:

1. We saw the accident while **we were walking home**.
2. The radio was on, but nobody **was listening to it**.
3. Joanna fell down while she **was skipping**.
4. The thieves came in while we **were sleeping**.
5. The telephone rang while my mother **was having her bath**.

Activity 3

1. She **was waiting** for me when I **arrived**.
2. Samura **took** a picture of me while I **was not looking**.
3. When I **saw** him, he **was trying** to find a seat.
4. Last week, I **broke** a plate when I **was doing** the dishes.
5. I **was walking** along the road when I **heard** footsteps behind me.

Lesson Title: Verb Tense (Continuation)

Practice Activity: PHL-09-022

Activity 1

1. 'Was Yeanoh at the market when you got there?' 'No she **had gone** home.'
2. I felt tired when I got home so I **went** straight to bed.
3. The hall was already full. It seemed everyone **had come** to the show.
4. We were driving home when we **saw** a car that **had broken** down.
5. She found out that someone **had made** a big mistake.

Activity 2

1. She had just had breakfast.
2. She had made other plans.
3. I had not seen them for over ten years.
4. It had changed a lot.
5. The film had already begun.

Lesson Title: Informal Letters (Revision)

Practice Activity: PHL-09-023

Activity 1

Example outline:

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|--|
| <p>(Address) 89 Cockle Bay Road, Freetown (Date) 21st February 2018</p> |
| <p>(Greeting) Dear Mama,</p> <p>(Introductory paragraph) How are you? I hope you are doing fine. I am missing you very much. When will you be back home? I am writing you this letter to tell you about how I have been taking care of the home in your absence.</p> <p>(Body) Describe to her how you clean the house, how you prepare breakfast for your father and brothers and sisters and how you cook rice for lunch, etc.</p> <p>You can say who is helping you with your chores and who is giving you trouble in her absence.</p> <p>(Concluding paragraph) Ask your mother for her news and how she is coping away from home.</p> <p style="text-align: right;">(Ending) Your daughter,</p> |

(Your name) Mary

Activity 2

Example letter:

89 Cockle Bay Road,
Freetown
21st February 2018

Dear Mama,

How are you? I hope you are doing fine. I am missing you very much. When will you be back home? I am writing you this letter to tell you about how I have been taking care of the home in your absence.

You do not have to worry, I have been keeping the house very clean while you have been away. Every day, my brothers and I have different chores to do. John does the sweeping, Paul does the dusting and I do the mopping. Father has been impressed by our hard work.

Every morning, I get up early so that I can prepare breakfast for the family. Mama, the boys eat a lot! I make porridge every day but there is never any left over for later. Sarah cooks the rice for lunch and together we make beans. Father has been helping with the meat.

How does it feel to be away? Are you enjoying the time with my aunties? Do you miss us? We miss you very much. Please hurry back home.

Your daughter,
Mary

Lesson Title: Informal Letters (Continuation)

Practice Activity: PHL-09-024

Activity 1

Example outline:

| | |
|--|--|
| | (Address) 22 Hanga Road, Kenema |
| | (Date) 23rd February 2018 |
| (Greeting) Dear Mariatu, | |
| (Introductory paragraph) How are you? I hope you are doing fine. I just got home from the village. It was great to spend time with Aunty, but we missed you there. | |
| (Body) Tell your cousin about your stay with your aunty. For example: when you went there, how long you stayed for, what you did every day, what you ate, what games you played, the people you met and the friends you made. You can say what you enjoyed doing most and what made your holiday especially enjoyable. | |
| (Concluding paragraph) Ask your cousin for news of him/herself and how they spent their holiday. | |
| | (Closing) Your cousin, (Your name) Memuna |

Activity 2

Example letter:

| | |
|--|--|
| | 22 Hanga Road, Kenema 23 rd February 2018 |
| Dear Mariatu, | |
| How are you? I hope you are doing fine. I just got home from the village. It was great to spend time with Aunty, but we missed you there. I hope that next time you can come too! | |
| We had so much fun with Aunty. We left home a couple of days before Christmas so that we could get there in time for all of the festivities. We stayed for two weeks and it was so relaxing. You know how interesting Aunty is, and life is just so different there. | |

We helped her with the farm and she had the cutest baby animals. I really liked the baby goats – they are so silly! Aunty made the best food; everything tasted so fresh. The meat was especially delicious. We brought a cake from the city to share at Christmas, and everybody loved it. We went for walks in the fields and made toys for the little children from what we found. Aunty has a new neighbour who is our age. Her name is Juliet and she is really nice. I spent a lot of time with her. The best part of the trip was the swimming. You remember the river near Aunty’s place, don’t you? It was so refreshing. I think I swam almost every day!

What did you do for Christmas? Did you have lots of fun in Kenema? Next time we go to the village, I hope you can come too. It’s always the most fun when you join us. Write back to me soon.

Your cousin,
Memuna

Lesson Title: Reading Comprehension

Practice Activity: PHL-09-025

Activity 1

| Word | Definition | Example Sentence |
|---------------|--|---|
| machines | A piece of equipment with moving parts that is designed to do a particular job | Machines have replaced human labour in many industries. |
| essential | Very necessary/extremely important | Flour is an essential ingredient for baking a cake. |
| ancestors | A person in a family who lived a long time ago | My ancestors were natives of Southern Nigeria. |
| scientists | A person who studies one or more of the sciences | Many scientists have worked hard on the water project. |
| steam engine | An engine that uses steam in its operations | In the past, boats powered by steam engines were fun to ride. |
| petrol engine | An engine that uses petrol in its operations | This car has a petrol engine , not a diesel one. |
| astonishing | Very surprising/difficult to believe | It was absolutely astonishing that she won the 100 metre race. |

| | | |
|-------------|---|--|
| technology | Scientific knowledge that is used in practical ways in industry/in designing new machines | The new radio station was built using the latest technology . |
| mechanical | Operated by the power of an engine or a machine | Labour in advanced countries is mostly mechanical . |
| manufacture | To make or produce goods in large quantities using machines | These dresses were manufactured in China. |
| unaided | Without help from anyone or anything | The old man walked into the room unaided . |

Activity 2

Example summary:

Today, machines are an essential part of our lives, but our ancestors lived for many years without them. The machines that have changed our lives are a relatively recent invention. Technology and machines have rapidly developed since the invention of the petrol engine in 1875. Because of machines, people are able to manufacture more products in less time than they could at any other time in history.

| |
|--|
| Lesson Title: The Simple Past Tense |
| Practice Activity: PHL-09-026 |

Activity 1

Example sentences:

1. He **said** he put the pen on the table a while ago.
2. I **had** ten thousand Leones yesterday and I spent it all on sweets.
3. She **told** Mr Kamara the truth, but he did not believe her.
4. I **cut** myself yesterday.
5. My mother **made** a delicious supper last night.
6. I **saw** a beautiful sunset at Tokeh Beach.
7. My aunt and uncle **came** to visit.
8. I **left** my sweater at home and now I am cold.
9. We **took** the baby to the doctor.
10. You **gave** me this watch last Christmas.
11. I **knew** her when she was little.
12. They **found** the lost boy in the market.
13. We **went** for prayers on Friday.
14. The water **felt** cold at the beach.
15. I **got** excellent marks in my exam.
16. In the old days, people **thought** the earth was flat.

Activity 2

I **got** up at 6 o'clock and quickly **ate** my breakfast. I **walked** to school, which **took** me about fifteen minutes. I **started** my lessons at 8:30am. I **had** my lunch break at 11:30am. School **closed** at 1:30pm. I **went** home immediately and **arrived** home at 2 o'clock. I **did** my homework before going to bed at 9:00pm. I **slept** well.

| |
|---|
| Lesson Title: The Simple Past Tense (Continuation) |
| Practice Activity: PHL-09-027 |

Activity 1

Example sentences:

1. A while ago, I **ran** out to get some food from the canteen.
2. Last night, we **read** an interesting story.
3. I **wrote** a long letter to my father.
4. He **put** his books on his table this morning.
5. Samuel **lost** his school bag.
6. I **ate** cassava leaf sauce and rice for lunch.
7. They **slept** until 10am on Saturday.
8. We **sang** at church on Sunday.
9. Father **hung** his suit in the closet.
10. I **hurt** my knee playing football.
11. Aminata **held** her new baby very carefully.
12. He **grew** three inches last year.
13. They **built** their new house a while ago.
14. During the holidays we **were** really lazy. / During the holidays I **was** really lazy.
15. She **drew** a picture of my family and gave it to me.
16. An hour ago, they **brought** a new pupil to our class.

Activity 2

1. taught
2. fell; broke
3. came
4. spent; bought
5. sold
6. took

Activity 3

Example composition:

What I Did Last Weekend

Last weekend, I did not do anything exciting. I stayed at home the whole day on Saturday. I woke up late, ate my breakfast and started doing some household chores. I cleaned the bathroom, laundered my uniform and swept the yard. There were a lot of leaves under the tree and my father asked me to sweep them up. In the afternoon, I took my bath and had some delicious rice and cassava leaves that my mother prepared. In the evening, I watched a movie, which I enjoyed very much. On Sunday, I played football with my friends. Then I did my homework and got ready for school the next day.

| |
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| Lesson Title: Features of an Article for Publication |
| Practice Activity: PHL-09-028 |

Activity 1

1. This article was published in the *Standard Times* newspaper.
2. The article has a title, the name of the writer, an introduction, a body and a conclusion (it is written in paragraphs).
3. The article talks about hygiene in society.
4. The writer's name is Mustapha Sesay.
5. The last paragraph of the article makes suggestions for improving hygiene in communities.

Activity 2

First you write the title: THE METHODS OF IMPROVING HYGIENE

Then you write your full name: By Ballu Cole

Next, you write the introductory paragraph: This is the first paragraph that introduces the topic.

After the introductory paragraph, you write the body – the second and third paragraphs. Here, you will list and explain some methods that can be used to improve hygiene.

Examples:

- a. Sensitisation campaigns done on the radio, television and on posters in the community.
- b. Children should be taught about good hygiene practices in school.
- c. Animals should be kept far away from houses and water sources.
- d. Proper latrines should be built.
- e. There should be adequate water supplies and piped water in communities.
- f. Frequent washing of hands should be a regular practice.

The last paragraph is the concluding paragraph. Here, you will end the article.

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| Lesson Title: Article for Publication – Introduction, Body and Conclusion |
| Practice Activity: PHL-09-029 |

Activity 1

Example outline:

1. Introduction: The introductory paragraph should contain general information about the state of the canteen and how the pupils feel about it.
2. Body:
 - Badly prepared food: stale food, food that is not nutritious, tasteless food
 - Unhygienic conditions: filthy tables and floors; a typically bad smell; plates, cups and spoons not properly washed and stored; unsafe drinking water
 - The attitude of the canteen staff – rude and unfriendly
3. Conclusion:
 - Buy fresh produce from the market or have a small garden so the food is fresher and more nutritious, try harder to make healthy, delicious food.
 - Provide the canteen staff with more cleaning supplies, have treated water for pupils to drink, assign people to clean the place.
 - Hire new canteen staff if they don't change their attitude.

Activity 2

Example article:

Not Good Enough – School Pupils Deserve Better

By Manja Sesay, JSS 3

The canteen at our school is in a terrible condition. It is dirty and this can cause pupils to get sick. Many pupils do not want to eat at the canteen because they feel it is not clean.

There are many problems with the state of the canteen. These are mainly the badly prepared food, the unhygienic conditions and the attitude of the canteen staff. The food is stale, not nutritious and often tasteless. The place is very dirty. The tables and floors are filthy and there is always a bad smell. The plates, cups and spoons are not properly washed and stored. In addition, the drinking water is unsafe. Also, the canteen staff are rude and unfriendly.

We need to improve the state of the canteen. There are different actions that we can do to make the situation better. For example, if there were a small garden to grow fresh vegetables, the food would taste better, be fresher and more nutritious. The staff should go to the market more regularly to get fresh food so we can have healthier meals. Also, the poor hygiene must improve. Pupils need treated drinking water and a clean place to eat. Maybe the canteen staff need better cleaning supplies so that they can keep things clean.

They also need to improve their attitude. If they cannot be nice to pupils, then they should be replaced.

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| Lesson Title: Article for Publication – Edit Final Draft |
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| Practice Activity: PHL-09-030 |
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Activity 1

Example article:

Water Shortage in Benguma Community

By Ibrahim Samura

The Benguma community is in the east end of Freetown. The people of Benguma have gone without a reliable water supply for five months. The Headman, his Chairman and local leaders have held several discussions with the Director of Water Works but no action has been taken.

Every day, children have to wake up at 4am and go to the nearest stream, which is one mile away, to fetch water. As a result, they get to school late and sleep in class because they are tired. This is affecting their education. Some families are using unsafe water or going without water. This could lead to health problems in the community.

The people of Benguma need the support of the Minister of Water Resources to solve this problem. They need workers to repair the old pipes and ensure that they can get water for drinking and for domestic use. This will be of great help to the community.

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| Lesson Title: Reading and Comprehension |
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| Practice Activity: PHL-09-031 |
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Activity 1

1. The evening was a trying time for the European because it was long. It gets dark early and he could no longer work.
2. The natives enjoyed themselves when there was moonlight.
3. Two musical instruments used in the passage are the tom-tom and the shegura.
4. A crier would go around the town with the message, striking the empty shell of a small tortoise with a short stick.
5. One advantage is that it gives artificial lighting at night. One disadvantage is that it can cause fire disasters.
6. In the dry season, cooking was done under the trees or down by the waterside.
7. Two methods of lighting that the natives used are the log fire or raw palm-oil with cotton rolled into a wick.

Activity 2

1. Trying: difficult
2. Twilight: the period between daytime and night
3. Culminates: ends
4. Hideous: terrible
5. Exertion: hard work
6. Consumed: burnt up
7. Ignites: lights up
8. Illuminant: something that gives light
9. Flicker: small (unsteady) ray of light
10. Glimmer: small (unsteady) ray of light

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| Lesson Title: Creative Writing |
| Practice Activity: PHL-09-032 |

Activity 1

Example outline:

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| Title: An Unworthy Friend |
| Setting: <ul style="list-style-type: none">• Where did the story happen? Kuntorlor High School• When did the story happen? three years ago• What did the place look like? the best school in town |
| Characters: <ul style="list-style-type: none">• Who is the main character(s)? My best friend Jane and I• What is the main character like? Jane was the same age as me. They called us 'The Inseparables'. |
| Plot: <ul style="list-style-type: none">• What were the main events of the story? I started at Kuntorlor High School and met Jane. Jane and I spent all of our time together. Even our families became close.• What was the problem or conflict? Jane had a habit of not keeping secrets. She would tell other people what I told her in confidence, even after I asked her to stop. |
| Climax: <ul style="list-style-type: none">• What happened with the problem or conflict? One day, she told a girl in our class, Isatu, about something I had said, and this girl and I got into a fight.• How did it affect the characters? I got expelled from school. |

Outcome:

- How did the story end? I was so annoyed and I made up my mind not to be friends with Jane anymore. **This is why our friendship came to an end.**

Activity 2

Example answer:

If I were the character, I would not have remained friends with Jane for so long. Then the problem with Isatu would never have happened. Also, I would not have fought Isatu. Then maybe Isatu would have had problems but not me!

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| Lesson Title: Creative Writing (Continuation) |
| Practice Activity: PHL-09-033 |

Activity 1

Example story:

An Unworthy Friend

Three years ago, I started secondary school at Kuntorlor High School, the best school in my town at that time, and there I met a girl called Jane Koroma. Jane was the same age as me. We were in the same class, sitting next to each other, and we soon became very close friends.

Day after day, we did everything together. We ate lunch together, played together, walked home together, and since we did not live far from each other, we studied together too. We were so close that our friends in school called us 'The Inseparables'. Our parents also became close because of our friendship.

Jane was an interesting girl. She was always full of fun and had stories to tell. But she had a habit of not keeping secrets. She would tell other people about things we talked about. I would get upset and embarrassed, but she did not care. I asked her to stop, but she kept on doing it.

One day, she caused a big problem for me with Isatu, a girl in our class. Jane told her that I had said she is very filthy and that she wears the same uniform for days. Isatu got angry and came up to me. She insulted me and we got into a fight. This got Isatu and I expelled.

I blamed Jane for causing the fight, and I made up my mind not to be friends with Jane any more. This is why our friendship came to an end.

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|--------------------------------------|
| Lesson Title: Pronouns |
| Practice Activity: PHL-09-034 |

Activity 1

1. A
2. A
3. D
4. D
5. C
6. B
7. C
8. B
9. B
10. D

Activity 2

1. Please understand how I feel. **Put yourself** in my position.
2. Sometimes I wish I could say exactly what I mean. I wish I could **express myself** better.
3. Be careful! That pot is hot. Don't **burn yourself**.
4. The children had a wonderful time at the beach. They really **enjoyed themselves**.
5. It isn't Jane's fault. She really shouldn't **blame herself**.
6. Amadu fell down from the ladder and **hurt himself** badly.

Activity 3

1. If people drink too much alcohol, they can hurt **themselves**.
2. I love you and you love me; we love **each other**.
3. Close friends often give **each other** presents on birthdays.
4. Kadiatu and I don't see **each other** often these days.
5. We couldn't get in; we had locked **ourselves** out.
6. We had never met before, so we introduced **ourselves** to **each other**.
7. They had an argument last week. Now they are not speaking to **each other**.

| |
|--|
| Lesson Title: Pronouns (Continuation) |
| Practice Activity: PHL-09-035 |

Activity 1

Example sentences:

1. **Who** took my pen from my table?
2. With **whom** did he plan to attend the show?
3. **Whose** is that dress you are putting on?
4. **Which** of the following is correct?
5. **This** is the lady I love.
6. **These** girls with me are my friends.
7. **That** town is very far from here.
8. **Those** books do not belong to us.

Activity 2

Mabinty has a younger brother whose name is Morlai. **They** live in a small village in Bo. **They** live with **their** parents, Pa Sorie and Ma Musu.

Every morning, bright and early, Mabinty and Morlai would go to the farm with **their** parents. **They** love to work on the farm. Pa Sorie has invested a lot on **his** farm and Ma Musu is always by **his** side to support **him**.

Mabinty and **her** mother often prepare delicious food on the farm for **them** to eat.

Activity 3

1. Does **anyone** mind if I open the windows?
2. You must be thirsty. Would you like **something** to drink?
3. Quick, Let's go! **Someone** is coming. I don't want **anyone** to see us.
4. Saffie is very secretive. She never tells **anyone anything**.
5. 'Can I ask you **something**?'
6. Maggie was upset about **something**. She refused to talk to **anyone**.
7. This machine is easy to use. **Anyone** can learn to use it quickly.
8. There is **someone** at the door. Can you go and see who it is?

| |
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| Lesson Title: The Present Continuous Tense |
| Practice Activity: PHL-09-036 |

Activity 1

Example sentences:

1. We **are hoping** the elections will be peaceful.
2. He **is fleeing** from danger.
3. I **am** not **lying** to you.
4. They **are running** away from the Principal.
5. She **is coming** back for some more food.
6. It **is beginning** to rain.
7. He **is driving** too fast for me to be comfortable.
8. You **are putting** everyone in danger.

Activity 2

1. No. Correction: It **is getting** late.'
2. No. Correction: 'Okay, I **am coming**.'
3. Yes.
4. No. Correction: How are you **coping**?
5. No. Correction: He always **arrives** on time.
6. No. Correction: That man **is trying** to open the door of your car.

Activity 3

1. Don't put the dictionary away. I **am using** it.
2. I need to look up some new words.
3. Who is that man? Why **is he looking** at us?
4. I don't know. Maybe he **wants** something.
5. I can't understand why she **is being/is** so unreasonable.
6. She **is not** usually like that.
7. We always **grow** peppers in our backyard.
8. This year, we **are not growing** any.
9. My father **is teaching** me how to play football.
10. We **play** football every week.

| |
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| Lesson Title: Reading Strategies |
| Practice Activity: PHL-09-037 |

Activity 1

1. The writer was eager to attend school. He would love to start school. He thought it was a whole new world of excitement and joy.
2. School was a mixed blessing because he thought it was a beautiful place to be, but it was also a place where children were caned mercilessly all day.
3. The writer was referring to school.
4. In school the headmaster was an ogre or a devil, but out of school he was mild-mannered. In school he was feared, and out of school the children were not frightened of him.
5. The figure of speech used is a metaphor.
6. The adjectives used are: tall, slim, mild-mannered, absent-minded.

Activity 2

1. This means that every morning the writer would watch his foster brothers and sisters and other children leave their homes and enter another world (school) where everything was beautiful and exciting. These people were very lucky to be going to school.
2. This means that school was a mixed blessing. There were good and bad things that happened at school. For example, children were caned every day.
3. This means that the headmaster seemed loving and kind and would like to touch their heads affectionately when the children greeted him.
4. This means that the character of the headmaster was confusing. He was nice out of school but once in school he acted like a devil – he became wicked and unkind. The writer has used a metaphor in this expression.

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| Lesson Title: How to Answer Comprehension Questions about a Text |
| Practice Activity: PHL-09-038 |

Activity 1

1. At Madam Abike's stall, you would find cooking ingredients and vegetables.
2. Sade helped her mother look after the stall when her mother had to go somewhere. She wrapped up and tied the goods that were sold and she gave change to customers.
3. There was much rivalry because the traders who were selling the similar goods were all in the same part of the market.
4. The traders took their goods home because there were no doors to the sheds.
5. Madam Abike was in a bad mood because she had hardly sold anything that day.

6. Answers may vary. Example answer: This means that Sade felt sorry about what her mother was going through. She felt sorry for her mother and it showed in her eyes and in her facial expression.

Activity 2

1. Wares/goods
2. ingredients
3. stall
4. rivalry
5. vied
6. insult
7. shed
8. customers

| |
|--------------------------------------|
| Lesson Title: Question Tags |
| Practice Activity: PHL-09-039 |

Activity 1

1. Fatou's parents are rich, **aren't they?**
2. Her mother looks unhappy, **doesn't she?**
3. You and I see each other quite often, **don't we?**
4. I am quite tall for my age, **aren't I?**
5. There is a lot of cassava in the pot, **isn't there?**
6. There are crocodiles in the lake, **aren't there?**
7. Mary and Joe like singing a lot, **don't they?**
8. Foday has gone home, **hasn't he?**
9. The judge was very fair, **wasn't he/she?**
10. My friends came to see me yesterday, **didn't they?**

Activity 2

Example sentences:

1. My friends are hardworking, aren't they?
2. Our teacher is the best, isn't she?
3. The classroom is filthy, isn't it?
4. Those exercises were easy, weren't they?
5. We have a lot to do, don't we?
6. My father is clever, isn't he?
7. Mother is a good cook, isn't she?

8. My brothers are troublesome, aren't they?
9. We should go out and play, shouldn't we?
10. There is some soup in the pot, isn't there?

| |
|---|
| Lesson Title: Question Tags (Continuation) |
| Practice Activity: PHL-09-040 |

Activity 1

1. Jim did not come home last night, **did he**?
2. Maria is not one of her friends, **is she**?
3. His father is not home, **is he**?
4. Freetown is not the capital of Liberia, **is it**?
5. All the shops are not open today, **are they**?
6. We have not seen anything like this before, **have we**?
7. The Principal doesn't know you were ill, **does he/she**?
8. Janet hasn't done her homework, **has she**?
9. It isn't evening yet, **is it**?
10. You will not leave me here alone, **will you**?

Activity 2

Example sentences:

1. The bags are not in the class, are they?
2. My answers were not wrong, were they?
3. The girls have not gone home, have they?
4. Bakarr did not pass the test, did he?
5. The food is not ready yet, is it?
6. These desks are not heavy, are they?
7. She didn't just fall down, did she?
8. The dog did not bite him, did it?
9. Bundu has not lost his pen, has he?
10. They didn't lose the match, did they?

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| Lesson Title: Poetry |
| Practice Activity: PHL-09-041 |

Activity 1

1. The wondrous thing people talk about is the brightness of the sun.
2. The blind boy does not enjoy the brightness of the sunlight and the other blessings of sight.
3. He does not understand how the sun causes day and night.
4. He knows the warmth of the sun. The line that tells us this is, 'I feel him warm'.
5. He knows it is day when he is awake or wakes up and he knows it is night when he is asleep or when he goes to sleep.
6. This line means that he knows that people feel sorry for him. He knows they feel sorry that he is blind when he hears them sigh.
7. His 'hapless woe' is his blindness.
8. His singing makes him cheerful.
9. Answers will vary. Example answer: No, he does not feel sorry for himself.

Example reasons:

- He is patient: 'But sure with patience I can bear
A loss I ne'er can know.'
- He has accepted his plight: 'Then let not what I cannot have
My cheer of mind destroy'

Activity 2

1. Rhetorical questions
 - 'What are the blessings of the sight?'
 - 'but how can he or make it day and night?'
2. Metaphor: 'I am a king'
3. Personification: 'I feel him warm'
4. Alliteration: 'My day or night myself I make'

| |
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| Lesson Title: Poetry |
| Practice Activity: PHL-09-042 |

Activity 1

1. The subject of the poem is Abiku. An Abiku is a child who enters into its mother's womb again to be reborn, only to die again and be reborn.
2. The setting of the poem is an African village.

3. The poet is addressing the Abiku.
4. Answers may vary. Example answer: No, the poet does not seem pleased with the Abiku. By his tone, he sounds upset or fed up with the Abiku.
5. The Abiku's house has a thatch roof that leaks during floods. Bats and owls enter the house at night through the eaves.
6. The line suggests that they may be fishmongers, that they trade in fish, because they dry fish for sale.
7. The poet is coaxing or pleading with the Abiku to stay.
8. You know this because its ears were notched and had knife scars down its back.
9. The home has a roof that is made of thatch and that leaks and the roof is poorly constructed so bats and owls enter through the eaves at night. Also, the walls of the house are made of bamboo, which easily catches fire during the harmattan.

Activity 2

1. brim: overflow or fill to the rim
2. eaves: the overhang at the lower edge of a roof
3. tinder: something that easily catches fire
4. bestride: stand with one leg on either side
5. threshold: the doorway or the entrance
6. scars: marks left on the skin after a wound has healed
7. serrating: having teeth like a saw
8. notched: cut in a V-shape
9. bondsman: slave
10. relics: items of a past era or time in history

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|---|
| Lesson Title: Comparative Adjectives |
| Practice Activity: PHL-09-043 |

Activity 1

1. The tea is very weak. I like it a bit **stronger**.
2. The situation is not so bad. It could be **worse**, you know.
3. The weather is too cold here. I would like to live somewhere **warmer**.
4. Your work is not good enough. I am sure you can do **better**.
5. You are too near the camera. Can you move a bit **further** away?
6. The hotel was surprisingly big. I expected it to be **smaller**.

Activity 2

1. She is a very intelligent pupil. She is the **most intelligent** pupil in the class.
2. Kandeh is a rich man. He is the **richest man** in the village.

3. He is a good player. He is the **best player** in the team.
4. Christmas is a busy time. It is the **busiest time** in the year.
5. This snake is poisonous. It is the **most poisonous snake** in this region.
6. It was a happy day. It was the **happiest day** of my life.

Activity 3

1. Our school is **more disciplined** than all the other schools in town.
2. Sierra Leone is a small country in West Africa but the Gambia is **smaller**.
3. Mount Everest is **the highest** mountain in the world.
4. This holiday is **the best** we've ever had.
5. I prefer this chair to the other one. It's **more comfortable**.
6. Mr Kamara has three daughters. **The oldest** is twelve years old.
7. It was a bad experience. It was **the worst** of my life.

| |
|--|
| Lesson Title: Comparative Adverbs |
| Practice Activity: PHL-09-044 |

Activity 1

| Adverb | Comparative Form | Superlative Form |
|---------|------------------|------------------|
| soon | sooner | soonest |
| easily | more easily | most easily |
| often | more often | most often |
| quickly | more quickly | most quickly |
| hard | harder | hardest |
| fast | faster | fastest |
| clearly | more clearly | most clearly |

Activity 2

Example sentences:

1. Joe came back **sooner** than we expected.
2. The English assignment is **more easily** understood than the Maths one.
3. Pupils who don't study well cheat in the exam **more often** than others.
4. He walked **more quickly** to school today because he was late yesterday.
5. I tried **harder** to study for this exam than I did last term.
6. My dog runs **faster** than I do.
7. Come and read about it in this book. It is **more clearly** written here.

Activity 3

1. Modu ran the race well but Bola ran **better**.
2. Of all the girls in the choir, Mariama sings the **most beautifully**.
3. The **sooner** he arrives, the better.
4. Abu snores loudly but his roommates snore **the loudest**.
5. If you want to succeed in the examination, you must work **harder**.

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| Lesson Title: Spelling and Dictation |
| Practice Activity: PHL-09-045 |

Activity 1

Example words:

1. misunderstand, misspell, misplace
2. uninvited, undecided, unpopular
3. disbelief, dishonest, distrust
4. superhuman, supermarket, superimpose
5. deactivate, devalue, detract
6. Sierra Leonean, collegian, Prince Walean
7. careless, fruitless, hopeless
8. childish, foolish, bookish
9. childhood, parenthood, likelihood
10. understandable, unbelievable, breakable

Activity 2

1. decision
2. driver
3. consideration
4. behaviour
5. reporter
6. arrival
7. transportation
8. selection
9. freedom
10. marriage

Lesson Title: Semi-Formal Letter

Practice Activity: PHL-09-046

Activity 1

Example outline:

| | |
|--|---|
| | 25 Siaka Stevens Street Freetown 2 nd April 2018 |
| Dear Papa, | |
| (Introduction) Write greetings and say why you are writing the letter. | |
| (Body) Give reasons for why you did poorly and explain them. | |
| (Conclusion) Apologise and explain how you will improve. | |
| | Yours Loving, Mariama |

Activity 2

Example paragraphs:

(Introduction)

Papa, I hope you are doing fine and everything is going on well with you. I am writing this letter to explain why I did not have good grades in the English Language examination.

(Body)

I did not have the textbook for English Language so I have not been reading or studying English the way I would have liked. When it was time for the exam, I was very nervous because I felt unprepared. I could not finish all of the questions in time.

(Conclusion)

I'm sorry this happened, and I will make sure it never happens again. To help me, can you please buy me the textbook for English Language so that I can be better at studying and preparing?

Lesson Title: Semi-Formal Letter (Continuation)

Practice Activity: PHL-09-047

Activity 1

Example letter:

| |
|--|
| 6 Kadie Drive, Waterloo 11th October 2016 |
| Dear Mrs Koroma, |
| I hope that you are having a nice day. I am a pupil in your class, and I am writing to ask for permission to be absent from school for two weeks. |
| My mother is ill and has to be taken to another town for admission to hospital. My father must continue working, and my sister will stay to care for the rest of the children. I must accompany my mother to take care of her in the hospital. |
| While I am away, I promise to study and I will catch up on the notes and my studies when I get back. I can ask a classmate to take notes for me, and will do all of the assignments I miss as soon as I come back. |
| Mrs Koroma, I wish that there was another option, but I must go and care for my mother. I thank you in advance for granting this request. |
| Your pupil, Memunatu Kanu JSS 3 |

Lesson Title: Semi-Formal Letter (Continuation)

Practice Activity: PHL-09-048

Activity 1

Example letter:

7 Mathankoh Street,
Makeni
13th October 2017

Dear Papa and Mama,

I hope this letter finds you well. Is everyone at home enjoying the new car? I am writing you to tell you about Benevolent Islamic Secondary School in Makeni. This is the school I would like to attend for SSS.

My best friend and study mate is now attending the school and tells me that the school has trained and qualified teachers who are dedicated and committed to their duties. Also, they have good facilities for boarding. You know that I have been a good student during my primary and junior secondary schooling, but in senior secondary school I want to focus more seriously on my studies. Being at such a good school would help me to study and prepare for WASSCE. Also, past pupils of the school who had very good results at WASSCE now have good careers as doctors and lawyers.

Thanks for taking the time to read my letter. I hope we can discuss the school more when I am home for the mid-term break. Then perhaps you will see things from my point of view.

Your loving son,
Ibrahim

Lesson Title: Direct and Indirect Speech

Practice Activity: PHL-09-049

Activity 1

1. Sarah said that Jane was her best friend.
2. She told me that Jane had a very good job.
3. Musa said that he doesn't eat fish.
4. Mr Bangura said that we would have a test on verbs the next day.
5. Karim told the girls that those lamps had been bought the previous day.
6. The Principal told us that that girl had the ability to succeed.

Activity 2

1. The secretary said, 'I only received two emails today.'
2. Jack said to us, 'I don't have any brother or sisters.'

3. She said, 'I took the victim to this hospital.'
4. The driver said to me, 'The man was not paying attention while crossing the road.'
5. His wife said, 'I will not accept "no" for an answer.'
6. Tom said to Idriss, 'The boatmen are to be blamed for the accident.'

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| Lesson Title: Direct and Indirect Speech (Continuation) |
| Practice Activity: PHL-09-050 |

Activity 1

1. He said that he liked his new school very much.
2. He said that his father wasn't well but that his mother was doing fine.
3. He said that his sister Ramatu got married the previous year.
4. He said that she had a baby girl.
5. He said that he had seen our friend Hawa at a party in December.
6. He said that our friend Chris was also attending the same school as him.
7. He said that he would tell Chris that he had seen me.

Activity 2

1. Speaker A: Mary is coming to the party tonight.
Speaker B: Is she? I thought you said **that she was not coming to the party.**
2. Speaker A: Jane loves Paul very much.
Speaker B: Does she, last week you said **that she did not love Paul.**
3. Speaker A: Joyce will be here next week.
Speaker B: Will she? I thought you said **that she would not be here.**
4. Speaker A: I can speak French very well.
Speaker B: Can you? But you said **that you couldn't speak French very well.**
5. Speaker A: I haven't been to a concert in ages.
Speaker B: Haven't you? I thought you said **that you had been to a concert recently.**

Activity 3

1. She said, 'I am going to learn how to bake a cake.'
2. The teacher said, 'I will not be coming to class tomorrow.'
3. Mary said, 'I do not have time to study at home.'
4. James said to me, 'I have a new bicycle.'
5. Mother said, 'I adore the new football star.'

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