

**Free Quality  
School  
Education**

Ministry of  
Basic and Senior  
Secondary  
Education

Pupils' Handbook for  
Senior Secondary  
*English  
Language*

SSS  
|||

Term  
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**STRICTLY NOT FOR SALE**

## **Foreword**

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

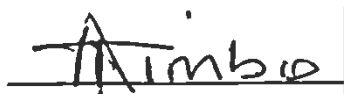
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



**Mr. Alpha Osman Timbo**

Minister of Basic and Senior Secondary Education

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

**To achieve thus, DO NOT WRITE IN THE BOOKS.**

## Table of Contents









<b>Lesson 49:</b> WASSCE Guidelines and Tips .....	1
<b>Lesson 50:</b> Rhyme .....	6
<b>Lesson 51:</b> Intonation – Rising Pattern and Falling Pattern .....	8
<b>Lesson 52:</b> Comprehending a Listening Passage – Dialogue .....	11
<b>Lesson 53:</b> Vocabulary Development: Human Internal Body System and Function .....	13
<b>Lesson 54:</b> Vocabulary Development: Human Internal Body System and Function .....	16
<b>Lesson 55:</b> Modal Verbs (will, would, may, might, can, could) .....	19
<b>Lesson 56:</b> Modal Verbs (shall, should, ought, must).....	23
<b>Lesson 57:</b> Comprehending a Listening Passage – Idioms .....	26
<b>Lesson 58:</b> Triphthongs.....	28
<b>Lesson 59:</b> Vocabulary Development: Advertising.....	31
<b>Lesson 60:</b> Vocabulary Development: Advertising.....	34
<b>Lesson 61:</b> Adjectival Phrases.....	37
<b>Lesson 62:</b> Adverbial Phrases .....	39
<b>Lesson 63:</b> Comprehending a Listening Passage – Debate.....	41
<b>Lesson 64:</b> Debate.....	43
<b>Lesson 65:</b> Debate.....	45
<b>Lesson 66:</b> Alliteration and Assonance .....	47
<b>Lesson 67:</b> Narrative Essay .....	49
<b>Lesson 68:</b> Narrative Essay .....	51
<b>Lesson 69:</b> Coordinating Conjunctions .....	53
<b>Lesson 70:</b> Subordinating Conjunctions .....	55
<b>Lesson 71:</b> Correlative Conjunctions .....	59
<b>Lesson 72:</b> Grammar Skills Development: Identifying Grammatical Name and Function .....	61
<b>Lesson 73:</b> Persuasive Essay .....	65
<b>Lesson 74:</b> Persuasive Essay .....	67
<b>Lesson 75:</b> Figurative Language – Irony.....	69
<b>Lesson 76:</b> Figurative Language – Irony.....	71
<b>Lesson 77:</b> Reading Comprehension – Academic Text (science).....	72
<b>Lesson 78:</b> Reading Comprehension – Academic Text (history) .....	74
<b>Lesson 79:</b> Apostrophe – Contractions.....	76

<b>Lesson 80:</b> Apostrophes with Contractions and Plurals .....	78
<b>Lesson 81:</b> Reading Skills Development: Identifying Topic Sentences .....	81
<b>Lesson 82:</b> Reading Skills Development: Identifying Main Idea .....	83
<b>Lesson 83:</b> Figurative Language – Hyperbole .....	86
<b>Lesson 84:</b> Figurative Language – Hyperbole .....	88
<b>Lesson 85:</b> Present Perfect Continuous Tense .....	89
<b>Lesson 86:</b> Present Perfect Continuous Tense .....	91
<b>Lesson 87:</b> Past Perfect Continuous Tense .....	93
<b>Lesson 88:</b> Past Perfect Continuous Tense .....	95
<b>Lesson 89:</b> Reading Skills Development: Factual and Inferential Questions .....	97
<b>Lesson 90:</b> Reading Comprehension – Article for Publication (news article).....	100
<b>Lesson 91:</b> Article for Publication in a School Magazine .....	102
<b>Lesson 92:</b> Article for Publication in a Newspaper .....	104
<b>Lesson 93:</b> Reading Skills Development: Giving Titles to Untitled Texts.....	106
<b>Lesson 94:</b> Reading Comprehension – Poetry .....	109
<b>Lesson 95:</b> Reading Skills Development: Identifying Main Idea .....	112
<b>Lesson 96:</b> Formal Letter .....	115
<b>Answer Key</b> .....	117

# Introduction

## to the Pupils' Handbook

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

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



Learning Outcomes

## **KEY TAKEAWAYS FROM SIERRA LEONE’S PERFORMANCE IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION – ENGLISH LANGUAGE<sup>1</sup>**

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

### **Listening and speaking**

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

### **Writing**

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

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

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

### **Reading comprehension**

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





<b>Lesson Title:</b> WASSCE Guidelines and Tips	<b>Theme:</b> All
<b>Practice Activity:</b> PHL3-L049	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the types of papers presented in the examination and discuss how they are graded.
2. Name the learning areas tested in Sierra Leone on the examination.
3. Identify common mistakes made on the examination.

### Overview

The WASSCE for English Language is divided into 3 papers: Papers 1 and 2 are a composite paper taken in sitting that last for 3 hours. Paper 3 is an oral examination done in another sitting and lasts for 45 minutes.

#### Paper 1 – Objective/Multiple Choice:

- Paper 1 is 1 hour. It is 80 multiple-choice questions. It tests your ability to use vocabulary appropriately.
- It also covers idioms, figurative language, such as metaphors, and grammar and structure.
- It is worth 40 marks. That means each correctly answered question receives half a mark.

Tips to score well:

- Test-takers must manage their time. Pupils have 1 hour to answer 80 questions – less than 1 minute to complete each question. If you have spent more than a minute on a question, guess and move on to the next question.
- There is no penalty for guessing. If you are stuck, the best way to guess is to eliminate answers that are obviously wrong. Eliminate 1 or 2 possible answers, then choose between the remaining answers.
- Read the instructions carefully. Many test-takers do poorly simply because they do not understand the question.

#### Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given 5 essay prompts and must choose . The essay must be 450 words long.
- Paper 2A is worth 50 marks, making it the most important part of the examination.
- It is graded based on your ability to provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences, and accurately use grammar, punctuation and spelling.

- The prompts come in 9 formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.

Tips to score well:

- Read the prompt before starting to write, and identify which type of format the prompt requires.
- Before writing, outline your essay using the appropriate format. Then, re-read the prompt and ensure your outline addresses all aspects of the prompt. For instance, if it asks for 3 reasons, ensure you have listed 3 reasons.
- After completing your essay, read what you have written and do the following as necessary:
  - Edit to make sure you have appropriate grammar, punctuation and spelling.
  - Ensure your sentences have variety.
  - Add transitional phrases to the beginnings of paragraphs  
Examples: in conclusion, first, however

### **Paper 2, Section B – Comprehension:**

- Paper 2B is 30 minutes. You will answer questions on passage.
- This section is graded based on your ability to paraphrase, make inferences from the text, identify grammatical structures and explain literary terms.

Tips to score well:

- You have 30 minutes. That is enough time to read the text several times.
- Start by reading the questions at the end, then read the text itself.
- Re-read and answer each comprehension question individually. Determine whether it is asking a literal or inferential question.
- Scan or skim the text to find the part relevant to the question.
- Do not copy whole sentences from the text. This paper is partially graded on your ability to summarise texts in your own words.

### **Paper 2, Section C – Summary:**

- Paper 2C is 40 minutes. You will summarise passage.
- This section is graded based on your ability to determine the most essential points of a passage and summarise them in your own words.

Tips to score well:

- Start by reading the summary questions thoroughly.
- As you read the text, look for passages that help to answer the questions. Underline key words in these passages.
- Think of synonyms or phrases you can substitute for the key words.
- Write in complete sentences without copying from the text.
- Use transition words to make the sentences flow.

Examples: also, in addition, finally

### Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what a person is saying and identify consonant and vowel sounds, rhymes, stress and intonation.

Tips to score well:

- Emphatic stress within a word is the most difficult section for pupils.
- As you read each sentence, imagine you are correcting someone who has said the wrong thing.  
Example: Does your home have a window? No. My home has a DOOR.
- Find the word in capital letters. Notice that all the possible answers are very similar to one another; only 1 word is completely different. Find the version that lacks the uppercase word and instead replaces it with something else.

### Practice

The questions below are similar to the types of questions you will see in the different examination papers (Papers 1 & 2). Read each question carefully before answering.

#### Paper 1

In the following sentence, there is 1 word underlined and 1 gap. From the list of words lettered A to D, choose the 1 that is **most nearly opposite** in meaning to the underlined word.

1. The coach driver **slowed** down while overtaking the lorry even though he should have \_\_\_\_\_.
  - a. accelerated
  - b. expedited
  - c. moved
  - d. negotiated

From the words lettered A to D, choose the word that **best completes** the following sentence.

2. I will tell you the secret if you promise not to \_\_\_\_\_ it.
  - a. divulge
  - b. show
  - c. explain
  - d. understand

After the following sentence, a list of possible interpretations is given. Choose the interpretation that is **most appropriate** for the sentence.

3. Despite the government's measures, the country's economy is still sluggish. This means that:
- The economy is doing well.
  - The government is trying to fix the economy.
  - The economic problems are well understood.
  - The economy is not getting better.

From the words lettered A to D, choose the word that is **nearest in meaning** to the emphasised word as it is used in the sentence.

4. The principal warned the third-year pupils about the consequences of **procrastination**.
- haste
  - delaying
  - protesting
  - rioting

From the words or group of words lettered A to D, choose the word or group of words that **best completes** the following sentence.

5. Ebere is \_\_\_\_\_ to do that kind of thing.
- too cautious much
  - too much cautious
  - cautious too much
  - much too cautious

From the words lettered a to d, choose the word that is the **most suitable** to fill the gap in the sentence.

6. Before the recent \_\_\_\_\_ in medicine, millions of people died because of common diseases.
- advances
  - experiments
  - works
  - increases

## Paper 2

### Section A – Essay Writing

You have been suspended from school for causing damage to school property. Write a letter to the principal apologising for your actions and asking to be reinstated.

### Section B – Comprehension

Read the following passage carefully and answer the questions on it.

## The Art of Writing Obituaries

There are one or two things this country can teach our African neighbours, the most important being the art of writing obituaries. In fact, the revenue from obituary writing probably keeps half of our newspapers afloat and able to churn out articles. It is not unusual for people to buy **dailies** just to read the obituary section. Compare that to other countries, where people actually read the political headlines!

One possible explanation that has been **put forward** is that we value the dead more than the living. After all, the living can say what they like about their family and neighbours without consequence, but they would never say evil things against the dead. And if the obituaries are any indication, every dead person in this country must have been a saint while alive. Surely, the only way such venerable pillars of society would **perish** is through the evil curses of the wicked. That is why so very few people in our country die natural deaths.

Even when they do, however, the obituaries always give the impression that the family members of the deceased are beside themselves with grief. The writers are experts at eulogising the dead and making their loss sound heartbreaking. Surely, other countries' writers should start buying our newspapers to learn this valuable skill.

1. What is the tone of the text? Quote an expression from the passage to support your answer.
2. For each of the following words, give another word which means the same and which can replace it as it is used in the passage.
  - a. dailies
  - b. perish
3. 'put forward': What type of phrase is contained in this expression as it is used in the passage?

### **Section C – Summary**

In **2** sentences, **1 for each reason**, summarise **2** reasons why the country's obituaries are unique.

<b>Lesson Title:</b> Rhyme	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL3-L050	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify rhyme patterns.
2. List rhyming words.
3. Correctly pronounce different words that rhyme.

### Overview

**Rhymes** are 2 or more words or phrases that end in the same sound.

Example: boat, gloat, float

Rhymes are based on sounds, not on spelling. 2 words that look alike may not necessarily rhyme.

Example: boot, foot

Words that rhyme are generally assonant. That means they use the same vowel sound.

### Practice

#### Activity 1

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

#### Anthem for Doomed Youth<sup>1</sup>

by Wilfred Owen

What passing-bells for these who die as cattle?

— Only the monstrous anger of the guns.

Only the stuttering rifles' rapid rattle

Can patter out their hasty orisons.

No mockeries now for them; no prayers nor bells;

Nor any voice of mourning save the choirs,—

The shrill, demented choirs of wailing shells;

And bugles calling for them from sad shires.

What candles may be held to speed them all?

Not in the hands of boys, but in their eyes

Shall shine the holy glimmers of goodbyes.

The pallor of girls' brows shall be their pall;

Their flowers the tenderness of patient minds,

And each slow dusk a drawing-down of blinds.

### Comprehension questions

1. How many lines are in the poem?
2. What rhymes do you see in the first 4 lines?
3. What pattern do the rhymes in the first 4 lines make?
  - a. AABB
  - b. ABAB
  - c. ABBA
4. Does the poem continue this pattern throughout?
5. The word 'pall' rhymes with which of the following?
  - a. vowel
  - b. shall
  - c. ball
6. Is 'choirs and shires' assonant?

### Activity 2

List at least 1 word that rhymes with the following words in the poem, but is not used in the poem:

1. cattle
2. guns
3. bells
4. choirs
5. all
6. eyes
7. minds

<sup>1</sup>'Anthem for Doomed Youth' by Wilfred Owen (1917) is in the public domain.



<b>Lesson Title:</b> Intonation – Rising Pattern and Falling Pattern	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL3-L051	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define intonation and what its purpose is in spoken English.
2. Demonstrate understanding of the difference between rising and falling pattern.
3. Identify rising and falling pattern in sentences.

### Overview

**Intonation** is the rise and fall of your voice when you speak. It is a combination of stress and pitch. It is used to express emotion and meaning to the listener.

There are 2 basic types of intonation in English: rising and falling. There are some common norms for when one's voice should rise and fall. When we use falling intonation, our voice deepens for a moment. When we use rising intonation, our voice gets higher for a moment.

**Falling intonation** refers to how the voice falls on the final stressed syllable in a sentence or phrase.

- It is commonly used in questions starting with 'who', 'what', 'when', 'where', 'why' and 'how'.  
Example: Where is the nearest hospital?
- It is used to make a statement that is complete and confident.  
Example: Here is the lesson for tomorrow.
- It is used with question tags that are rhetorical and do not need a response.  
Example: I told you to be careful, didn't I?

**Rising intonation** refers to how the voice rises at the end of a sentence or phrase.

- It is commonly used in questions with a 'yes' or 'no' answer.  
Example: Are you hungry?
- It is used when we are unsure of something or have more to say.  
Example (have more to add): I don't have an answer for you right now...
- It is used with questions tags that seek confirmation.  
Example: He went to school yesterday, didn't he?

We can use both rising and falling patterns within sentences:

- We use both rising and falling intonation with lists. The voice rises with each item except the last item. That is when it falls.  
Example: 'I need to buy milk, eggs and rice'. The voice rises on 'milk' and 'eggs' and falls on 'rice'.

- We can use rising intonation for introductory words and phrases. After that, the intonation falls.  
Examples: for example, however, actually, in my opinion
- We can use rising intonation for choices. The intonation rises for each option.  
Example: Do you live in a city or in the village?

When reading, we can determine the intonation by asking the following questions:

- Is it a yes/no question?
  - If so, it typically has rising intonation.
- Is it a confident statement?
  - If so, it typically has falling intonation.
- Is it a who/what/where/when/why/how question?
  - If so, it typically has falling intonation.
- Is it a question tag that seeks confirmation?
  - If so, it typically has rising intonation.
- Is it a rhetorical question tag?
  - If so, it typically has falling intonation.

The following dialogue uses both rising and falling intonation:

- A: Is Hassan home? (Answer: rising)
- B: No, he is not. (Answer: falling)
- A: Where is Hassan? (Answer: falling)
- B: I thought he went to school. (Answer: falling)  
He is at school, isn't he? (Answer: rising)
- A: Yes, I forgot Hassan is at school. (Answer: falling)  
That was forgetful of me, wasn't it? (Answer: falling)

## Practice

### Activity 1

Identify which sentences from the following pairs use rising intonation, and which use falling intonation:

- a. What are your plans for after school?
  - b. Are you doing anything?
- a. How much revising will you do this weekend?
  - b. Will you spend any time revising this weekend?
- a. When do you usually speak English?
  - b. Do you speak English at home?
- a. Is her name Asuma?
  - b. What is her name?

5. a. Does she own a bicycle?  
b. Which bicycle is it?
6. a. Where are you going?  
b. Are you going to the market?
7. a. How are you feeling?  
b. Are you feeling okay?
8. a. Did you steal my pencil?  
b. Why did you steal my pencil?

### Activity 2

Identify the intonation of the highlighted phrases (rising or falling) and state the reason.

1. **As far as I'm concerned**, he can do whatever he wants.
2. I do not care about your problems. They are really not my concern, **are they?**
3. I had plenty of time, so I **took a walk**, read a book and then came home.
4. Would you rather live **in the present** or in the future?
5. What do you want to do **after you graduate from school?**

<b>Lesson Title:</b> Comprehending a Listening Passage – Dialogue	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL3-L052	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

### Overview

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

This dialogue is between a man traveling in a foreign country and a local citizen.

### Practice

Read the dialogue and answer the questions on it.

#### Searching for a Good Restaurant

Dauda: Excuse me, sir?

Local

Citizen: Yes?

Dauda: I'm looking for a place to eat. Can you tell me if there are any restaurants in this area?

Local

Citizen: Of course. There are restaurants all down this street. What kind of food are you looking for?

Dauda: I'm not sure. I was hoping to find some West African food.

Local

Citizen: West African? Hmmm. I know a good Nigerian place, but it is only open for dinner.

Dauda: Oh, that's too bad. Maybe I'll go there tonight. Is there anything else you can recommend?

Local

Citizen: There is a nice Chinese restaurant just around the corner. It's a little pricey if you are getting drinks – I think I paid \$7 for a beer – but the food is good.

Dauda: Oh. Sounds good, but I ate Chinese food last night. I'd rather try something else.

Local

Citizen: Well, if you are looking for a real British experience, you should try some of our food. Across the river are some authentic restaurants.

Dauda: I have already tried some. It was quite bland. I prefer spicy food.

Local

Citizen: Okay. How about Italian or Lebanese?

Dauda: I have never tried either of those. I would be afraid of ordering the wrong thing. Are there any American places here?

Local

Citizen: Tons of them. There's a really good steakhouse nearby, and you'll find a McDonald's at the end of the road, if you just want fast food. What about either of those?

Dauda: I'm sorry to take so much of your time, but nothing strikes my fancy. I guess I can just skip lunch.

Local

Citizen: Well, I'm sorry I could not be of more help. Definitely try the Nigerian restaurant for dinner, though!

Dauda: Thanks again. I'm sorry about being so indecisive. I guess what I really need is a buffet.

Local

Citizen: Now that you mention it, I remember going to a buffet about two blocks away. They have food from several countries. It's quite good, too, and well-priced.

Dauda: That sounds great. Maybe I should do that. Thank you!

### Comprehension questions

1. What type of restaurant is McDonald's? How can you tell?
2. In what country is the conversation taking place? How can you tell?
3. Find 3 questions in which rising intonation could be used.
4. Why does Dauda not go to the Nigerian restaurant?
5. 'Hmmm' is an example of what part of speech?
6. Dauda asks if there are 'any American places'. What word could you use to replace 'places'?
7. Find an example of the first conditional tense.

<b>Lesson Title:</b> Vocabulary Development: Human Internal Body System and Function	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L053	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Use general vocabulary associated with the field of human internal body system and function.
2. Use context clues and inference to determine the meaning of unknown words in a text.

### Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is the **human internal body system and function**.

When reading about the human internal body system and function, you will come across unfamiliar, scientific words. If possible, use a dictionary to look up new words and write their meaning in your exercise book. This will help you develop your vocabulary. Also use inference and context clues when reading to try to determine the meaning of new words. Remember that other words in a sentence or paragraph often give clues about their meaning.

The following list is some helpful vocabulary from the lesson to develop your knowledge of the internal body system and function:

- Organs: A part of the body necessary for the body to function, such as the heart or liver
- Cell: The smallest functioning unit of an organism
- Vessel: A duct or tube carrying blood
- Capillary: A very small blood vessel
- Immune system: The organs within the body that fight illnesses
- Blood sugar: The amount of a type of sugar called glucose in the blood
- Hypoglycaemia: Not enough blood sugar in the blood
- Pancreas: An organ that regulates blood sugar
- Cognitive: Mental processes needed to learn from experiences and senses
- Toxins: Poisons that cause disease
- Regenerative: Able to regrow

### Practice

Alcohol affects the body in multiple ways. The text below is an informational pamphlet about the negative long-term effects of alcohol on the body. You will make inferences and use context clues to learn new vocabulary related to the human internal body system and function. Read the text and answer the comprehension questions on it.

## Alcohol Health Risks: The Effects of Chronic Drinking<sup>1</sup>

Some say a glass of wine or two a day is good for your heart, and while this may be true, a recent study also indicates it can cause a significant increase in the risk of colon cancer. Heavy and chronic drinking is even more physically and mentally destructive.

Of all the drugs commonly abused, there aren't many that destroy the body as thoroughly as alcohol can. Years of heavy drinking prematurely age the body and its organs, leading to a host of serious health complications.

Alcohol works its influence throughout the body, with most of the organs, the blood, and, most noticeably, the brain all negatively impacted by too much alcohol. The body is very resilient, and much of alcohol's destruction can be reversed through a long period of sobriety; other effects, particularly those to the central nervous system, are more permanent.

Below is a breakdown of how some of the organs are affected by heavy drinking.

### **Blood**

When excess alcohol is consumed, the blood gets thick and sluggish with red blood **cells** clumping together. This causes cell death in the brain, but can also cause **capillaries** to break open near the skin ('drinker's nose') and blood **vessels** to burst within the stomach, leading to internal bleeding. Long-term chronic consumption can cause anaemia, affecting the **immune system** and lessening our resistance to opportunistic infections.

### **Heart**

The heart pumps blood through the body. Alcohol decreases blood flow to the heart, so it can result in heart muscle atrophy as well as an increased risk of heart disease and heart attack.

### **Stomach**

Alcohol irritates the lining of the stomach and can cause painful stomach ulcers. Alcohol consumption creates an immediate spike in **blood sugar**, which forces the pancreas to release insulin, which in turn leads to reduced levels of sugar in the blood. This **hypoglycaemia** can cause fatigue, dizziness, headaches, anxiety and a host of other symptoms. Most chronic drinkers suffer from almost permanent low blood sugar. Additionally, because the **pancreas** is overworked, diabetes is very common among alcoholics, as is pancreatic cancer.

## Brain

Alcohol abuse can cause massive cell death in the brain, and lead to irreversible **cognitive** deficits that make it difficult to perform everyday tasks. Alcohol starves the brain of oxygen, and each session of intoxication results in the deaths of tens of thousands of brain cells. Blackouts occur as a result of diminished oxygen to certain areas of the brain. Additionally, alcohol abuse can create continual confusion, decreased cognitive and reasoning capacity, memory loss and emotional changes such as mood swings, anxiety and depression.

## Liver

The liver processes the **toxins** we consume and renders them harmless in the body. The liver can only handle so much abuse, and in response to enough acute or chronic consumption, can go into varying degrees of failure. The liver is quite able to cleanse the body of the occasional small dose of alcohol, but with increasing consumption, the liver loses its ability to cleanse the blood. It also becomes damaged. The liver is a **regenerative** organ, so cells will continue to grow for some time, but in response to continued abuse may ultimately shut down. And once the liver is rendered ineffective, death soon follows.

## Comprehension questions

1. What can reverse alcohol's destruction?
2. State all the organs that are affected by serious drinking.
3. Who are those that suffer from permanent low blood sugar?
4. What causes blackouts, according to the passage?
5. Which organ is a regenerative organ?
6. 'When excess alcohol is consumed ...'
  - a. What grammatical name is given to the phrase as it is used in the passage?
  - b. What are its functions?
7. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.
  - a. complications
  - b. to reverse
  - c. to consume
  - d. massive
  - e. ultimately

<sup>1</sup>Lee, J. (n.d.). Alcohol Health Risks: The Physical Effects of Chronic Drinking. Retrieved and adapted from <http://www.choosehelp.com/topics/alcoholism/the-physical-effects-of-chronic-drinking>



<b>Lesson Title:</b> Vocabulary Development: Human Internal Body System and Function	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L054	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Use general vocabulary associated with the field of human internal body system and function.
2. Complete a text using appropriate vocabulary.

### Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is the **human internal body system and function**. Today's text uses vocabulary from the previous lesson and introduces more words related to this topic.

The following list contains some helpful vocabulary that you can use when writing about the internal body system and function:

- Nervous system: The cells responsible for communicating between body parts
- Respiratory: Related to breathing
- Blood circulation: The movement of blood
- Muscular system: Tissues that work with the bones to control body movement
- Bone density: How close together the bone cells are
- Arteries: Tubes carrying blood from the heart to the rest of the body
- Kidneys: Organs that clean blood and remove waste through urine
- Cell: The smallest functioning unit of an organism
- Vessel: A duct, or tube, carrying blood
- Capillary: A very small blood vessel
- Immune system: The organs within the body that fight illnesses
- Blood sugar: The amount of a type of sugar called glucose in the blood
- Hypoglycaemia: Not enough blood sugar in the blood
- Pancreas: An organ that regulates blood sugar
- Cognitive: Mental processes needed to learn from experiences and senses
- Toxins: Poisons that cause disease
- Regenerative: Able to regrow

### Practice

During the lesson you will fill in the blanks in the text below. Practise reading the text aloud, adding in the missing words.

## The Effects of Smoking on Your Health

There is no reason to start smoking. In fact, there are many reasons not to. The body pays a heavy price with each cigarette. That is because cigarettes contain several a.\_\_\_\_\_ chemicals, including nicotine and cyanide, that kill in high enough doses. The body uses several methods to fight back against poisons such as cigarettes. The b.\_\_\_\_\_ kicks in, alerting people they are being poisoned by making them feel ill or even vomit. The lungs and throat can burn with pain as well. That's the body's way of saying, 'Stop!'

Those who push past the immune system's c.\_\_\_\_\_ and continue smoking may say they have come to enjoy the sensation. The body never benefits, however. The toxins in cigarettes can start wreaking havoc quickly. For one thing, studies show it takes fewer than 10 seconds for nicotine to reach the brain. From there, it takes over the **nervous system** and has the brain send signals to the organs to change their normal functions. For another thing, further studies have demonstrated that smokers become more susceptible to d.\_\_\_\_\_ such as colds, flu, bronchitis and pneumonia, and many develop continual **respiratory** problems that make it difficult to breathe when doing physical activity.

That is why competitive athletes would not dream of touching cigarettes, as they would surely notice a decrease in e.\_\_\_\_\_. After all, cigarettes lead to decreased **blood circulation**, so the blood is not getting to where it is needed. It also leads to shortness of f.\_\_\_\_\_ and rapid heartbeat, not to mention a reduction in the source of athletes' strength: the **muscular system**.

Smoking over the long term leads to significant health problems, the most well-known of which is lung g.\_\_\_\_\_. Other tobacco-related diseases can kill as well. One disease called emphysema breaks down the h.\_\_\_\_\_; it is very common among long-term smokers and is characterised by wheezing. Heart disease also plagues smokers, and other i.\_\_\_\_\_ can be damaged as well. Osteoporosis, in which **bone density** decreases, results in bones that are easily broken.

Yet many smokers are more concerned with the j.\_\_\_\_\_ effects of tobacco use, including wrinkles. They invest in skin creams to mask the effects. But those are just external signs of what smoking does to the internal organs. Smoking restricts the k.\_\_\_\_\_ over time so that oxygen does not get to the skin. But it also does not get to the **arteries** that give blood to the **kidneys**. If kidneys do not receive the nutrients in the blood, they cannot properly get rid of urine.

Cigarettes leave no part of the body – external or l.\_\_\_\_\_ – untouched. Even after the smoke has left your lungs, the toxins continue to poison your organs.

### Activity 1

Answer the multiple-choice questions on the text:

1. What type of essay is this?  
a. narrative                      b. expository                      c. persuasive                      d. descriptive
2. 'The body uses several methods to fight back' is an example of what type of figure of speech?  
a. metaphor                      b. idiom                      c. personification                      d. irony
3. Which of the following is not an effect of smoking mentioned in this article?  
a. decreased blood circulation                      b. osteoporosis                      c. flu                      d. bad breath

### Activity 2

Answer the following questions on the text in complete sentences:

1. What does the author mean by 'the body pays a heavy price with each cigarette'?
2. According to the author, why should smokers be concerned with wrinkles?

### Activity 3

For each of the following words or phrases, find another word or phrase that means the same and which can replace it as it is used in the text:

1. to decrease
2. significant
3. concerned with
4. to push past
5. susceptible

### Activity 4

In your own words, summarise the effects of smoking on the internal organs.

<b>Lesson Title:</b> Modal Verbs (will, would, may, might, can, could)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L055	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define modal verbs and demonstrate understanding of their function in a sentence.
2. Identify modal verbs in sentences.
3. Write sentences using appropriate vocabulary and modal verbs.

### Overview

**Auxiliary verbs** are helping verbs. They help other verbs form tenses. Therefore, auxiliary verbs are almost always used with other verbs.

There is a trick to identifying whether a verb is auxiliary:

- With a regular verb we add 's' to the end when we form the third person singular (he/she/it). For example, using the verb 'say', we write, 'He says' and 'She says'. We do not write, 'He says' and 'She say'.
- However, auxiliary verbs do not use 's' when they form the third-person singular. We cannot say, 'He wills go' or 'She woulds like'.

**Modal verbs** are a type of auxiliary verb which express a need or possibility. The following modal verbs all express a possibility:

- will  
Example: I will go to the market after breakfast.
- would  
Example: He would like to drive the car.
- may  
Example: She may continue reading, if she likes.
- might  
Example: We might play football this weekend.
- can  
Example: Can you bring it to me?
- could  
Example: I could have been a hero.

Generally, you cannot change the tense of modal verbs. They stay the same regardless of the subject. The verbs around them change tense.

To make a modal verb negative, add 'not' after it. (Examples: 'will not', 'would not')

Some modal verbs are similar and may even be used interchangeably in informal speech, for example, 'Could you come here?' and 'Will you come here?'. However, not all modal verbs are interchangeable in every type of use.

Here are the different ways in which we use the modals 'will', 'would', 'may', 'might', 'can' and 'could':

Use modals to discuss possibilities:

- Conditional – I would not do that if I were you.
- Present possibility – You could be right about that.
- Uncertain – She was feeling ill earlier, but she may be feeling better now.
- More doubtful – She was feeling ill earlier, but she might be feeling better now.
- General possibility – I can rub my belly and pat my head at the same time.

Use modals to discuss possibilities in the past:

- Past of 'will' – I would have left for Kenya before the 28<sup>th</sup> if my visa had arrived.
- Uncertain – He may have been drunk when we saw him.
- More doubtful – He might have been drunk when we saw him.
- Possible but totally unknown – They could have been drinking.

Use modals to discuss possibilities in the future:

- Quite certain – He will not be home until after school.
- Uncertain – He may not be home until after school.
- More doubtful – He might not be home until after school.

Use modals to make requests:

- Polite request – May I see your homework, please?
- Asking about ability – Can you please turn in your homework?
- Informal – Will you please turn in your homework?
- More polite – Would you please turn in your homework?

Use modals to get permission:

- Asking permission politely – Mother, may I swim in the river?
- Asking permission or inquiring about possibility – Mother, can I swim in the river?

Use modals to offer something:

- May I get you another piece of bread?
- Can I get you another piece of bread?
- Would you like another piece of bread?

## Practice

### Activity 1

Select the correct modal verb from the multiple-choice options to complete the sentences.

1. \_\_\_\_\_ I have more cheese on my bread?  
a. Would                      b. Must                      c. Have to                      d. May
2. You \_\_\_\_\_ eat more vegetables. They are healthy for you.  
a. might                      b. should                      c. may                      d. would
3. I \_\_\_\_\_ like to buy the same television for my house.  
a. should                      b. may                      c. could                      d. would
4. \_\_\_\_\_ I have a coffee please?  
a. Would                      b. Have to                      c. Must                      d. May
5. You \_\_\_\_\_ smoke near children.  
a. must                      b. shouldn't                      c. couldn't                      d. may
6. Passengers \_\_\_\_\_ wear their seat belts at all times.  
a. may                      b. can                      c. could                      d. must
7. We \_\_\_\_\_ go to the concert if the rain stops. We do not know for sure.  
a. might                      b. will                      c. would                      d. can
8. I \_\_\_\_\_ run very well.  
a. might                      b. can                      c. may                      d. shouldn't
9. The boys \_\_\_\_\_ wake up earlier than 7:30 a.m. They have class at 8:00 a.m.  
a. would                      b. must                      c. could                      d. can't
10. The rock band \_\_\_\_\_ play very well last year. Now they are much better.  
a. can't                      b. shouldn't                      c. couldn't                      wouldn't

### Activity 2

Choose from the modal verbs 'can', 'could', 'must', 'might', 'should' and 'would' to complete the following sentences:

1. If you want to get a better idea of how the city is laid out, you \_\_\_\_\_ walk downtown and explore the waterfront.
2. Hiking the trail to the peak \_\_\_\_\_ be dangerous if you are not well prepared for dramatic weather changes. You \_\_\_\_\_ search the route a little more before you attempt the ascent.
3. When you have a small child in the house, you \_\_\_\_\_ leave small objects lying around. Such objects \_\_\_\_\_ be swallowed, causing serious injury or even death.
4. Amadu, \_\_\_\_\_ you hold your breath for more than a minute?
5. Jeneba's engagement ring is enormous! It \_\_\_\_\_ have cost a fortune.

6. I \_\_\_\_\_ speak Arabic fluently when I was a child in Egypt, but when we moved back to Liberia, I forgot almost everything I knew. Now I \_\_\_\_\_ just say a few things in Arabic.
7. You \_\_\_\_\_ take your umbrella along with you today. The weatherman on the news said there is a storm to the north and it \_\_\_\_\_ rain later on this afternoon.
8. \_\_\_\_\_ we pull over at the next rest stop? I really \_\_\_\_\_ use the bathroom and I don't know if I \_\_\_\_\_ hold it until we get to Kenema.
9. John: \_\_\_\_\_ I borrow your lighter for a minute?  
Frank: Sure, no problem. Actually, you \_\_\_\_\_ keep it if you want to. I've given up smoking.

### Activity 3

Fill the blanks with the appropriate modal verbs.

1. It is a hospital. You \_\_\_\_\_ smoke.
2. He has been working for more than 11 hours. He \_\_\_\_\_ be tired after such hard work. He \_\_\_\_\_ prefer to get some rest.
3. The teacher said we \_\_\_\_\_ read this book for our own pleasure, as it is optional.
4. \_\_\_\_\_ you stand on your head for more than a minute? No, I \_\_\_\_\_.
5. Take an umbrella. It \_\_\_\_\_ rain later.
6. Drivers \_\_\_\_\_ stop when the traffic lights are red.
7. \_\_\_\_\_ I ask a question? Yes, of course.
8. \_\_\_\_\_ you speak French? No, I \_\_\_\_\_.
9. Brima and Bashiru \_\_\_\_\_ study hard if they want to pass the examinations.

<b>Lesson Title:</b> Modal Verbs (shall, should, ought, must)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L056	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define modal verbs and demonstrate understanding of their function in a sentence.
2. Identify modal verbs in sentences.
3. Write sentences using appropriate vocabulary and modal verbs.

### Overview

**Modal verbs** are a type of auxiliary verb. Modal verbs express a need or a possibility. The following modal verbs express a need (and sometimes a possibility):

- shall  
Example: Shall I help you study?
- should  
Example: You should leave.
- ought  
Example: They ought to listen better.
- must  
Example: We must return to our home before dark.

The tense of modal verbs stays the same regardless of the subject. The verbs around them change tense.

Note that the modal verb 'ought' has 'to' after it.

Example: She ought to be revising.

To make a modal verb negative, add 'not' after it.

Examples: 'will not', 'would not'

These modal verbs are less interchangeable than other modal verbs but they can still overlap.

Example: 'I ought to finish my homework' and 'I should finish my homework' have the same meaning

Here are the different ways in which we use the modals 'shall', 'should', 'ought' and 'must':

- Use 'shall' like 'will', in the first person (I, we) to make an offer or a suggestion.  
Examples:
  - Offer – Shall I clean the board after the lesson?
  - Suggestion – Shall we leave before the sun sets?
- Use modals to give advice.



Examples:

- Weaker advice – You should go to the clinic to make sure you do not have malaria.
- Advice – You ought to go to the clinic to make sure you do not have malaria.
- Very strong advice – You must go to the clinic to make sure you do not have malaria.

- Use modals to discuss responsibilities.

Examples:

- Strong – I must get some sleep or else I will be too tired to work.
- Weak – I should get some sleep or else I will be too tired to work.
- Weak – I ought to get some sleep or else I will be too tired to work.

- Use modals to discuss possibilities.

- He should have been home by now. There must be a traffic jam.

## Practice

### Activity 1

Select the correct modal verb from the brackets to complete the sentences.

1. You \_\_\_\_\_ (ought to/shall) drink more water so you do not get dehydrated.
2. He is not at school today. He \_\_\_\_\_ (must/should) be sick.
3. In order to succeed at university, one \_\_\_\_\_ (shall/ought to) study every day.
4. \_\_\_\_\_ (Must/Shall) we go to our favourite restaurant tomorrow evening?
5. I really \_\_\_\_\_ (shall/ought to) eat more fruits and vegetables regularly.
6. The principal warned the pupils that they \_\_\_\_\_ (should/must) not cheat on the examination, or they will face severe consequences.
7. She looks smart today. She \_\_\_\_\_ (ought to/should) wear that dress more often.
8. You \_\_\_\_\_ (must/ought to) not smoke around the babies.
9. \_\_\_\_\_ (Shall/Ought to) I help you wash the dishes?
10. We are late! To reach school on time, we \_\_\_\_\_ (must/shall) run quickly!

### Activity 2

Choose from the modal verbs 'must', 'should', 'could' and 'can' to complete the following sentences:

1. When I was younger, I \_\_\_\_\_ speak three languages.
2. It is very important to remember that, in order to stay healthy, one \_\_\_\_\_ never smoke cigarettes.
3. Mr Conteh, \_\_\_\_\_ you help me to find the bus to the city?
4. Adama looks sad today. She \_\_\_\_\_ be having a bad day.
5. Babah failed his examination. He \_\_\_\_\_ have studied more seriously.
6. \_\_\_\_\_ you recite the alphabet backwards?

7. Your mother said that we absolutely \_\_\_\_\_ invite Foday to the party? He always eats all the food!
8. Have you seen Hassan today? His leg is in a cast. He \_\_\_\_\_ have injured it while playing football.
9. My sister is very athletic. She \_\_\_\_\_ play tennis, basketball and rugby very well.
10. To avoid getting malaria, one \_\_\_\_\_ always use a mosquito net at night.

### **Activity 3**

Use the modal verbs 'must', 'should', 'shall' and 'ought to' to write 4 sentences. Use one modal verb in each sentence.

<b>Lesson Title:</b> Comprehending a Listening Passage – Idioms	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL3-L057	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

### Overview

**Idioms** are expressions of 2 or more words that mean something other than their literal definition. They are an example of figurative language.

The following are examples of idioms and their meanings:

- Under the weather: Sick; ill  
Example: She was feeling under the weather and did not come to school.
- To get bent out of shape: To get upset  
Example: I broke my sister's bicycle and she really got bent out of shape about it.

The text in today's lesson uses multiple idioms. Remember to use context clues and inferences to help you determine their meanings.

### Practice

Read the text and answer the comprehension questions on it.

#### Fatu Wants to Play Basketball

Every year, the city where Fatu lives hosts a basketball tournament. Every year she wants to play, but none of the boys will let her join their team, even though she is one of the best shooters in town. This year, Fatu is determined not only to play, but to **make her mark** on the tournament.

Her older brother, Abu, is 18. He plays in the tournament every year. This year he is captain of one of the teams. He tells Fatu she can try out for a place on his team. Fatu is **over the moon**. 'Don't get too excited', Abu says. 'There are no guarantees you will make the team'.

To prepare, she practises every day with her younger brother. Her father, though, **throws cold water on** her ambitions. 'You are smaller than the boys', her father says. 'You might get injured'.

A year ago, Father's words would have gotten to her. But now that Fatu is 17, she is much more confident. His words roll off her **like water off a duck's back**.

Her father realises he is **beating a dead horse**, so he stops raising the issue. In fact, he is even a bit proud. After all, he would have done the same thing. Fatu, he thinks, is a real **chip off the old block**.

The day of the try-outs finally comes and Fatu meets the other players trying for a spot on her brother's team. As she **rubs shoulders with** some of the stars of last year's tournament, she thinks for the first time that she might be **in over her head**. But she brushes aside her doubts and gets down to business.

At the beginning, it is tough. There are boys much faster than her and she has a difficult time keeping up with some of them. At one point, she hears one of the bigger boys say, 'If you cannot keep up, you should **throw in the towel**'. Rather than quit, she keeps going. To her surprise, after the first half, many of the other boys are slowing down. But she is not. She still has plenty of energy and can easily move around the other boys to score. 'Fatu', her brother yells, 'you are **fit as a fiddle**'.

She beams with pride, then steals the ball from a bigger boy and scores. She turns back to the boy, who is panting heavily, and says, 'Care to **eat your words**?' The next day when the team list comes out, her name is on it. 'Happy?' asks Abu.

'I am just warming up', Fatu says.

### Comprehension questions

1. Why had Fatu never played in the tournament before?
  - a. Fatu's father would not allow it.
  - b. Abu would not allow her on his team.
  - c. None of the other teams wanted her.
  - d. She was not yet a good shooter.
2. Which of the following does Abu **not** do:
  - a. Practise with Fatu
  - b. Yell encouragement to Fatu
  - c. Allow Fatu to try out
  - d. Put her name on the team list
3. What does the author mean by 'gets down to business'?
  - a. Fatu starts a new job.
  - b. Fatu works hard.
  - c. Fatu is depressed.
  - d. Fatu sits down.
4. When does it become clear that Fatu is good enough to make the team?
  - a. When her brother allows her to try out
  - b. When she meets the other players
  - c. When the other boys slow down and she still has energy
  - d. When the team list comes out.
5. What do you think Fatu means by 'I am just warming up'?
  - a. I will play even better in the tournament.
  - b. I was feeling cold before.
  - c. I am happy.
  - d. I am stretching.

<b>Lesson Title:</b> Triphthongs	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL3-L058	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify and pronounce triphthongs in words.
2. Demonstrate understanding of the difference between triphthongs, diphthongs and pure vowel sounds.
3. Identify triphthongs in sentences.

### Overview

There are 3 types of vowel sounds in English: monophthongs, diphthongs and triphthongs.

**Monophthongs** refer to a single vowel sound in a syllable. They are syllables in which the vowel has the same sound from beginning to end. They are also called pure vowels sounds and can be long or short.

Examples: book, fun, cat

The same vowel sound can be written in several ways.

Example:

- The sound /i:/ as in **seal**, **peel**, **ski**
- The sound /ɑ:/ as in **last**, **aunt**

There are 2 types of pure vowel sounds.

- The first type is short vowels:

Phonetic sound	Example words
/æ/ as in 'apple'	back, lack, apple, animal, badge
/ʌ/ as in 'fun'	junk, done, some, flood, tough, does
/ʊ/ as in 'put'	wood, book, could
/ɪ/ as in 'pin'	bin, pretty, women, fountain
/ɛ/ as in 'egg'	bend, leopard, realm, leisure
/ɔ/ as in 'cot'	pot, bought, cough, knowledge

- The second type is long vowels:

Phonetic sound	Example words
/ɑ:/ as in 'past'	last, half, chance, aunt, laugh, surpass
/i:/ as in 'sleep'	seat, recede, receipt, police
/u:/ as in 'pool'	stool, rude, soup, shoe, blue
/ə:/ as in 'hurt'	word, bird, myrtle, serve, fur, earth
/ɔ:/ as in 'law'	talk, taught, broad

When 2 pure vowel sounds are combined into 1 syllable, it is called a **diphthong**.

Examples:

- /aʊ/, as in 'found', is pronounced /fa/+/oo/+/nd/.
- /eɪ/, as in 'stayed', is pronounced /stuh/+/aid/.

There are several common diphthongs in English. They include:

- /aʊ/ as in **count**, **owl**
- /aɪ/ as in **eye**, **pie**, **fight**
- /eɪ/ as in **day**, **pray**
- /əʊ/ as in **slow**, **go**
- /ɔɪ/ as in **boy**, **coin**

A **triphthong** is 1 syllable, made up of 3 continuous pure vowel sounds.

Like diphthongs, triphthongs can be written in many different ways. English has 5 main triphthongs:

- /aʊ/ + /ə/ = [aʊə] as in **hour**
- /aɪ/ + /ə/ = [aɪə] as in **fire**
- /eɪ/ + /ə/ = [eɪə] as in **player**
- /ɔɪ/ + /ə/ = [ɔɪə] as in **loyal**
- /əʊ/ + /ə/ = [əʊə] as in **lower**

## Practice

### Activity 1

From the 2 options provided, identify the 1 that has a triphthong:

1. paranoid      paranoia
2. employee      employer
3. shower        show
4. tired           tied
5. sore            sour

### Activity 2

Look at the **bold** sounds in each of these words and identify whether they are diphthongs or triphthongs:

1. **wire**
2. **flight**
3. **grace**
4. **cheer**
5. **destroyer**
6. **cold**
7. **tyre**
8. **doubt**

### **Activity 3**

Read the following paragraph aloud. There is 1 triphthong per sentence: Identify it.

1. Do you know a good lawyer? 2. I am looking for someone to help me against whoever set fire to my farm. 3. If I ever catch that coward, I will sue him. 4. All my soya plants are ruined. 5. I would replant, but I lost the buyer for my crop.

<b>Lesson Title:</b> Vocabulary Development: Advertising	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L059	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

### Overview

The WASSCE tests your knowledge of general vocabulary. **Advertising** is one of the areas tested. Advertising is a kind of marketing. It creates and distributes information that tells people about products, services or things that are happening.

Here are some helpful words related to advertising:

- Customer: A person or organisation that buys products or services
- Promotion: Publicising a product to increase sales
- Incentive: Something, including money, that encourages someone to do something
- Marketing: The act of promoting a product by analysing demand
- Digital media: Communications that rely on the Internet

### Practice

The text below is an American jobs report on advertising. Read the text and answer the comprehension questions on it.

#### Careers: Advertising, Promotions or Marketing Manager<sup>1</sup>

Advertising, promotions and marketing managers have many duties. They work with the leaders of different parts of a company. They determine where and how companies should advertise. Companies may put **advertisements** on the radio, on television, in print, online or on billboards.

#### Duties

Advertising managers work on websites used in **campaigns**. They do research studies that help them to understand **customers** and what they want to buy.

Advertising managers work to make customers interested in a company's products and services. To do this, they work with sales staff and others to come up with ideas for an advertising campaign. They also do the maths to figure out how much a campaign should cost. Larger companies may have several advertising managers



that work with them.

Some advertising managers are known as account executives. They manage customer accounts. However, they do not work to develop the advertising campaigns. The job of creating ads and making commercials is done by the creative department of the company.

**Promotions** managers decide how to combine advertising and **incentives** to increase sales. Incentives could mean getting money back, winning a contest or getting a coupon.

**Marketing** managers estimate the demand for products and services that an organisation and its competitors offer. They identify where new customers might be found. They work with sales, public relations and product development staff.

### **Important qualities**

Advertising, promotions and marketing managers must be able to analyse industry trends. Managers must be able to communicate well. They will be working with many other managers or staff members during the advertising, promotions and marketing process. They may also communicate with the public.

Advertising, promotions and marketing managers must be able to come up with new ideas. They must work with many types of people. Advertising, promotions and marketing managers must manage their time and money efficiently as well.

### **Job Outlook**

Advertising, promotional and marketing campaigns are important and will continue to be so in the future. People will be needed to manage these campaigns. They will also be needed to introduce new products to customers.

The duties of advertising and promotions managers are likely to change. They will be needed to manage **digital media** campaigns. These campaigns use websites, social media or live chats to reach customers.

Marketing managers are important to companies. They are less likely to lose their jobs than other types of managers.

### **Comprehension questions**

1. Who are the people who work with the leaders of different parts of a company?
2. What is the main task of the advertising managers?
3. According to the passage, who analyses the industry trends?
4. What campaigns are important in a company?
5. Who is less likely to lose their job in a company?
6. '... also do the maths to **figure out** ...'
  - a. What figure of speech is used in this expression?
  - b. What does it mean?
7. '... help them to understand customers and what they want to buy'.

- a. What grammatical name is given to this expression as it is used in the passage?
  - b. What is its function?
8. For each of the following words, find another word or a phrase which means the same and which can replace it as it is used in the passage.
- a. to determine
  - b. larger
  - c. identify
  - d. analyse
  - e. important

<sup>1</sup>Advertising, promotions, and marketing managers. (2016, May). Adapted from <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

<b>Lesson Title:</b> Vocabulary Development: Advertising	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L060	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Use general vocabulary associated with the field of advertising.
2. Complete a text using appropriate vocabulary.

## Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is **advertising**. Today's text uses vocabulary from the previous lesson and introduces more words related to advertising.

The following list contains some helpful vocabulary from the previous lesson that you can use when writing about advertising:

- Advertisement: A public announcement promoting a product, service or event
- Campaign: A series of advertisements designed to get consumers to use a product or service, or attend an event
- Customer: A person or organisation that buys products or services
- Promotion: Publicising a product to increase sales
- Incentive: Something, including money, that encourages someone to do something
- Marketing: The act of promoting a product by analysing demand
- Digital media: Communications that rely on the Internet

## Practice

### Activity 1

Read the following job vacancy and fill in the blanks with the words from the word bank. Practise reading the completed text aloud.

#### Job Vacancy: Public Relations Specialist<sup>1</sup>

### Company Overview

Sesay Media Solutions seeks a a.\_\_\_\_\_ to create and maintain a positive **public image** for its b.\_\_\_\_\_. Sesay Media is West Africa's premier communications firm. We manage how people feel about over 100 of the region's largest private companies.

Sesay is not an c.\_\_\_\_\_ agency. We do not purchase ad space. We help our clients improve their image through free **media exposure**, whether online, in print or on the

air. Public opinion can change quickly. Both good and bad news spreads rapidly through the d.\_\_\_\_\_, and our clients need to get a handle on it. That is why they come to us. We respond quickly to bad news and turn the public's attention to good news.

## Role

The **public relations** specialist will handle corporate e.\_\_\_\_\_ for at least 10 clients. He or she will be responsible for shaping how people see our clients. He or she will also increase awareness among the public of our clients' work and goals.

## Duties

- Write **press releases** and prepare other information for the media.
- Respond to requests from the media for f.\_\_\_\_\_
- Help clients g.\_\_\_\_\_ with the public.
- Help maintain clients' image and h.\_\_\_\_\_.
- Write speeches and arrange interviews for top executives.
- Evaluate advertising and promotion programs.
- Evaluate public opinion through **social media**, including websites such as Facebook and Twitter.

## Skills

- *People skills:* Public relations specialists deal with the public and the media regularly. Therefore, you must be i.\_\_\_\_\_ in order to maintain a positive image for our clients.
- *Organisational skills:* You will be in charge of managing j.\_\_\_\_\_ at the same time. This requires superior skills for being organised.
- *Problem-solving skills.* Public relations specialists sometimes must explain how a person or group is k.\_\_\_\_\_. Therefore, you must use good judgment in what you report and how you report it.
- *Public speaking:* Public relations specialists regularly speak on behalf of clients and are asked to explain the reasons behind their actions. When doing so, you must be able to clearly explain the group's **position**.
- *Writing skills:* Public relations specialists must be able to write press releases and speeches. Your writing must be well-organised, clear and concise. Like l.\_\_\_\_\_, you must be able to grasp the **key messages** you want to get across in order to get people's attention quickly.
- *Reading skills:* You must be able to m.\_\_\_\_\_ relevant media articles to gather information.

## Requirements

Candidates must have a bachelor's degree. We prefer candidates who have studied public relations, n.\_\_\_\_\_, communications, English or business.

Candidates must have at least 2 years of experience in entry-level work, including maintaining files of materials about a group's activities.

## To apply

Submit a CV, a cover letter, two letters of reference from past employers and a portfolio of work that demonstrates your abilities to:

Sesay Media Solutions  
5 Campbell Street  
Freetown, Sierra Leone

### Word Bank

skim and retain	reputation
open and friendly	public relations specialist
media	journalism
several events	an advertiser
clients	information
communications	handling difficult issues
advertising	communicate effectively

## Activity 2

Write a short letter (3 paragraphs) expressing your interest in the position, explaining your qualifications and introducing the other application materials.

<sup>1</sup>Public relations specialists. (2016, May). Adapted from <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-1>

<b>Lesson Title:</b> Adjectival Phrases	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L061	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define adjectival phrases and demonstrate understanding of their function in a sentence.
2. Identify adjectival phrases in sentences.
3. Write sentences using appropriate vocabulary and adjectival phrases.

### Overview

A **phrase** is a group of 2 or more words that does not have a subject-predicate relationship. It is not a complete thought by itself.

Examples: on the chair, in the garden

An **adjectival phrase** is a group of words that contains an adjective or a group of words that function as an adjective to modify a noun.

- The adjective in an adjectival phrase may come at the beginning (example: **happy** about it), middle (example: quite **happy** about it) or end (example: very **happy**).
- Adjectival phrases can be used within the noun phrase. For example, in the sentence, 'The happy pupils ate their lunch', 'happy' is the adjective and 'the pupils' is the noun. 'Happy' sits inside the noun phrase.
- Adjectival phrases can also be used outside the noun phrase. For example, in the phrase, 'My grandparents live far away', 'grandparents' is the noun and 'far away' is the adjective phrase. They are separated by a verb.
- An adjectival phrase can contain no adjectives. However, all the words in the phrase act together as one adjective because they modify a noun.
- Adjectival phrases can be made from '-ing' participial phrases.  
Example: The girl **walking to school** is his sister.
- Adjectival phrases can be made from prepositional phrases.  
Example: The pupils **next to the tree** are listening to the principal.
- Adjectival phrases can be made from infinitive phrases.  
Example: Mr Bundor is a man **to be feared**.

Remember, that noun phrases many contain adjectival phrases within them.

Example: The boy outside the classroom is naughty. Here, the noun phrase, 'The boy outside the classroom', contains the adjectival phrase, 'outside the classroom'.

### Practice

#### Activity 1

Identify the adjectival phrases in the following sentences:

1. The woman on the boat is my aunt.
2. The announcement during class interrupted my work.
3. Please wash the dishes in the sink.
4. The girl in the red dress is my little sister.
5. Are the shoes under the chair yours?
6. I think the light over the table has stopped working.
7. The house across the street is mine.
8. I want the doll on that shelf.
9. My house on top of the hill is for sale.
10. Some of the books without a good cover should be thrown away.

### **Activity 2**

Identify the adjectival phrases in the following sentences and state what they describe or qualify:

1. The king wore a crown made of gold.
2. It was an elephant with white skin.
3. He lived in a house built of stone.
4. That was an act full of bravery.
5. It was a night full of horror.
6. They went on the railway running through Bo.
7. I have passed several nights without sleep.
8. Some of the students studying in that corner are very clever.

### **Activity 3**

Identify the adjectival phrases in the following sentences and state their functions as used in the sentences:

1. Some of the pupils to be concerned about are the slow learners.
2. Brima's house beside the tall building is for sale.
3. The girls working on the project are very serious.
4. The man at the entrance of the church is the priest.
5. The boy crying for food is hungry.

<b>Lesson Title:</b> Adverbial Phrases	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L062	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define adverbial phrases and demonstrate understanding of their function in a sentence.
2. Identify adverbial phrases in sentences.
3. Write sentences using appropriate vocabulary and adverbial phrases.

### Overview

An **adverbial phrase** is a group of words that contains an adverb or functions as an adverb in a sentence.

Adverbial phrases are used as follows:

- They can modify adjectives or other adverbs, but most often modify verbs.

Examples:

- He **very quickly** recognised the problem.
- He understands the problem **very well**.
- The young musicians were performing **well for their age**.
- They finished the quiz **quickly enough**.
- **Luckily for them**, the rain stopped and the sun came out.

- Like adverbs, an adverbial phrase answers the 'why', 'how', 'when' and 'where' questions of verbs.

Examples:

- Where – He is sitting **near the fence**.
- When – **In a few minutes**, she will arrive.
- How – They are debating the subject **in a calm manner**.

- Adverbial phrases can be made from a preposition and a noun.

Example: I found my pencil **on the bed**.

- Adverbial phrases can also be made from noun phrases.

Example: She left the house **last night**.

Here are some examples of how to identify verb phrases and adverbial phrases:

- The match will start after the water break.
  - will start – verb phrase
  - after the water break – adverbial phrase
- I like to eat a snack late at night.
  - like to eat – verb phrase
  - late at night – adverbial phrase
- Zaria has written her poem very neatly.
  - has written – verb phrase
  - very neatly – adverbial phrase



## Practice

### Activity 1

Identify the adverbial phrase in each of the following sentences:

1. My cousin watches television almost as much as you do.
2. The weatherman says it will rain all day.
3. Your brother plays soccer better than my brother.
4. Our friend drives on Mondays.
5. Gifty and Lucia will walk on the sidewalk.
6. He found his lucky penny in the morning.
7. We raced our toy cars around the playground.
8. Mom will pick us up after school.
9. John tried to talk to Peter under the water.
10. She whispered in his ear.
11. Much water has run under the bridge.
12. The gun went off with a loud noise.
13. They chatted for a while.
14. She ran into her room.

### Activity 2

Identify what the **bold** adverbial phrases in the following sentences modify:

1. The woman stared at me **with an angry expression**.
2. Elephants are found **in Africa and India**.
3. **Six years later**, they did the work.
4. I will meet you **on Friday**.
5. Michael placed the chair **next to the window**.
6. Joe buys flowers for his wife **every week**.
7. The carpenter hit the nail **with a hammer**.
8. Sally brought a painting home from school **to show her mother**.
9. **Before the game**, we drank water.
10. Fatmata buys two CDs **every month**.
11. They built the house **on top of the hill**.
12. She cried **because of your behaviour**.
13. We studied **very hard**.
14. She performed the song **with great skill**.
15. He fought **with all his might**.
16. He shouted **at the top of his voice**.
17. It must be done **at any cost**.

<b>Lesson Title:</b> Comprehending a Listening Passage – Debate	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL3-L063	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

### Overview

A **debate** is a formal discussion on a particular topic. It is usually held in a public meeting place where opposing arguments are presented. A debate has the following characteristics:

- Presents an argument for or against something
- Gives evidence to support the argument using facts, statistics and examples
- Seeks to convince the audience of a specific point of view
- Uses emotive language and vocabulary, including reasoning and rhetorical questions
- Written in the first-person point of view
- Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
- Directly addresses the audience

### Practice

Read the text and answer the comprehension questions on it.

#### Argument Against School Uniforms

Fellow pupils, I think it is clear that pupils should not be required to wear uniforms at school. First, uniforms discourage **individuality** in a world where creativity is a key to success. Second, uniforms require parents to spend money on clothing that they could inexpensively make or purchase. Last, uniforms have no bearing on a pupil's ability to learn.

Youth is a time of discovering one's place in the world. Indeed, that is why we are in school to begin with: We are learning to become adults who can contribute to society. The people who contribute the most to society are those who create something new, such as a business, and are able to employ others. These **entrepreneurs** are creative thinkers and possess originality. Yet wearing a uniform during one's school years sends a very different message. It says that we are all the same and should not embrace creativity. As the Japanese would say, 'The nail that sticks out gets pounded down'. That is not the message we should be sending to children. That is

why some of the most prosperous and entrepreneurial nations in the world, such as the US, have proud histories of allowing pupils to dress as they wish. Such countries understand the value of individuality. We should as well.

Second, uniforms add an extra cost to parents and create an added **barrier** to attending school. Pupils who rip or dirty their uniforms may be forced to miss school for several days if they do not have a **replacement**. School dress code policies should encourage more children to come to school – not fewer.

Last, uniforms have no effect on children’s ability to learn. Studies have long found that uniforms do not improve academic results and might even decrease test scores in reading. Isn’t that the opposite of what we hope to achieve?

My opponents may say that uniforms create an **atmosphere** of discipline. This, too, is false. For one thing, why should our schools feel like prisons? Additionally, there is little evidence to suggest that **uniformity** in clothing improves behaviour or decreases fighting. Besides, parents and family members are able to instil discipline in the home without the use of uniforms.

My opponents may also claim that uniforms remove differences in social status between poor pupils and more advantaged ones. This is also **demonstrably** false. Pupils will still find a way to distinguish between themselves, perhaps judging one another based on the cleanliness of their uniforms instead of the differences in their footwear.

School uniforms should not be required. They add cost, remove individuality and have no positive effect on student outcomes. Thank you.

### **Comprehension questions**

1. What do you think is the writer’s opinion of the Japanese education system?  
Why?
2. What does the writer mean by ‘school dress code’? How can you tell?
3. The sentence ‘Isn’t that the opposite of what we hope to achieve?’ is an example of what type of question?
4. Why does the writer raise the issue of parents and family members providing discipline?
  - a. To show that discipline is important
  - b. To show that discipline is not important
  - c. To show that discipline should be handled by the family
  - d. To show that discipline can be maintained without uniforms
5. Why does the author say, ‘pupils will still find a way to distinguish between themselves’?
  - a. To show that it is impossible to make everyone the same
  - b. To show that it is important that pupils perform well academically
  - c. To show that pupils like using shoes to tell each other apart
  - d. To show that pupils should all be the same

<b>Lesson Title:</b> Debate	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL3-L064	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Speak with fluency and expression to discuss an issue.
2. Use appropriate tone and intonation to discuss an issue.
3. Demonstrate understanding of relevant ideas to support an argument.
4. Use appropriate vocabulary to discuss an issue.

### Overview

A **debate** is a structured argument. The argument is used to develop your own side's case and rebut the opposing side's argument.

**Rebuttals** include the following:

- A rebuttal talks about arguments made by someone else.
- It summarises them and explains why those arguments are false.

A debate begins with an argument by one side and is followed by the rebuttal. A speech to be presented in a debate is usually organised in the following order:

- Begins by addressing the audience.
- Makes an argument defending your position.
- Gives rebuttals for the opposing argument.
- Ends with a conclusion.

### Practice

Read the text aloud and answer the comprehension questions on it.

#### Rebuttal: In Favour of School Uniforms

My fellow classmates, the arguments against wearing school uniforms are exaggerated.

First, pupils are still individuals. They have their own names, personalities and opinions. Uniforms do not take away their individuality. Rather, they turn individuals into a team that shares similar goals.

Second, it is incorrect to say that uniforms do not prepare pupils to have successful careers. Look around and you will find uniforms everywhere, including at inns, restaurants and big stores. Even successful businesspeople wear specific types of clothes to work, such as neckties and suit jackets.

Last, uniforms are not a financial burden on parents. Pupils must wear something to school – why not uniforms? The fact that pupils have uniforms to wear during the day means parents do not have to buy other clothes for them to wear.

### **Comprehension questions**

1. What is the meaning of 'rebuttal'? What argument is being rebutted in this speech?
2. Is the speaker for or against school uniforms?
3. What examples does the speaker give of uniforms outside of school?
4. In the sentence 'uniforms do not take away their individuality', which words should you stress given the context? Why?
5. In the phrase 'pupils must wear something to school', which word should be stressed given the context? Why?

<b>Lesson Title:</b> Debate	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L065	<b>Class:</b> SSS 3



**Learning Outcomes**

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

1. Use an outline to plan an argument for debate.
2. Draft a text relevant to the topic with well-organised ideas.
3. Use appropriate vocabulary and grammar when writing.

**Overview**

A speech for a debate is written in the first-person point of view and does the following:

- Presents an argument for or against something
- Gives evidence to support the argument using facts, statistics and examples
- Seeks to convince the audience of a specific point of view
- Uses emotive language and vocabulary, including reasoning and rhetorical questions
- Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
- Directly addresses the audience
- Begins with vocatives and ends with a conclusion

**Practice**

**Activity 1**

Use the outline below to plan and develop your speech.

Position: \_\_\_\_\_

**Introduction**

Thesis statement: \_\_\_\_\_

**Body** (at least 3 paragraphs)

- Reason #1: \_\_\_\_\_
  - Fact and/or example: \_\_\_\_\_
  - Fact and/or example: \_\_\_\_\_
- Reason #2: \_\_\_\_\_
  - Fact and/or example: \_\_\_\_\_
  - Fact and/or example: \_\_\_\_\_
- Reason #3: \_\_\_\_\_
  - Fact and/or example: \_\_\_\_\_
  - Fact and/or example: \_\_\_\_\_

## Counter-Argument

- Possible opposition argument #1: \_\_\_\_\_
  - Reason that opposition is wrong: \_\_\_\_\_
  - Fact and/or example: \_\_\_\_\_
- Possible opposition argument #2: \_\_\_\_\_
  - Reason that opposition is wrong: \_\_\_\_\_
  - Fact and/or example: \_\_\_\_\_

## Closing Statement

Summary of reasons from body paragraphs:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Restatement of thesis: \_\_\_\_\_

## Self-check questions

Ask yourself the following self-check questions to make sure that you have included all the information and that you have completed the outline correctly:

- Does your introduction clearly state what side of the argument you are on?
- Are your possible opposition arguments realistic? Are they different from the body paragraphs?
- Does your closing statement summarise your 3 main arguments in different words?

<b>Lesson Title:</b> Alliteration and Assonance	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL3-L066	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define alliteration and assonance.
2. Identify alliteration and assonance in a sentence.
3. Give examples of alliteration and assonance.
4. Correctly pronounce sentences with alliteration and assonance.

### Overview

**Alliteration** is when multiple words that are close together start with the same letter or sound.

Example: She sells seashells by the seashore.

Not every word in the sentence has to use the same letter or sound. It can even just be 2 or 3 words.

Example: My serious sister stormed away.

The following sentences use alliteration:

- Alliteration of 'u' – Uncle Umaru used the umbrella underneath his uniform.
- Alliteration of 'a' – Agony Aunt gives advice to newspaper readers.
- Alliteration of 'c' – The clouds climbed in the air.

**Assonance** is when multiple words that are close together use the same vowel sound. Rhyming words use assonance, but words can also be assonant without rhyming.

The following sentences use assonance:

- Assonance of 'early', 'bird' and 'worm' – The early bird catches the worm.
- Assonance of 'time' and 'nine' – A stitch in time saves nine.
- Assonance of 'honesty' and 'policy' – Honesty is the best policy.
- Assonance of 'cat' and 'bag' – Let the cat out of the bag.

### Practice

#### Activity 1

Identify the 6 words in the following pair of lines that are assonant:

Stem end and blossom end,  
And every fleck of russet showing clear.



## Activity 2

Read the following stanza and answer the comprehension questions on it:

And the silken sad uncertain rustling of each purple curtain  
Thrilled me – filled me with fantastic terrors never felt before;  
So that now, to still the beating of my heart, I stood repeating  
'Tis some visitor entreating entrance at my chamber door –  
Some late visitor entreating entrance at my chamber door;  
This it is, and nothing more'.

### Comprehension questions

1. What are 2 examples of alliteration in the first 2 lines?
2. The first line uses assonance. What vowel sound repeats itself multiple times?
3. In the final line, which 4 words repeat the same sound?
4. Is 'entreating entrance' an example of alliteration, assonance or both?
5. The word 'visitor' is an example of assonance because it repeats the same vowel sound. What other word in the fourth line makes the same sound as 'visitor'?

<b>Lesson Title:</b> Narrative Essay	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L067	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the features of a narrative essay.
2. Use an outline to draft a 5-paragraph narrative essay.
3. Write an essay relevant to the topic with well-organised ideas.
4. Use appropriate vocabulary and grammar when writing.

### Overview

A **narrative essay** is used to tell a story about an event, incident or experience. It is usually written in the first-person point of view. The main features of a narrative essay are:

- Usually told in chronological order, progressing from beginning to end
- Develops plot, setting and characters
- Employs literary devices and figurative language
- Has a main idea, theme, moral or lesson learnt at the end

### Practice

#### Activity 1

In class, you completed the outline below for the narrative essay, 'I never should have ...'. Check that you have completed the outline correctly:

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

#### Introduction

- Short background (history or details): \_\_\_\_\_
- People (Who is your narrative about?): \_\_\_\_\_
- Setting (Where and when does it take place?): \_\_\_\_\_
- Attention-getter: \_\_\_\_\_

#### Beginning of Event

- What was the conflict? \_\_\_\_\_
- What did you do? \_\_\_\_\_
- What challenges or surprises happened? \_\_\_\_\_

#### Rising Action

- What did you do? \_\_\_\_\_
- What challenges or surprises happened? \_\_\_\_\_

## **Climax**

- How did the problem come to a head? \_\_\_\_\_
- How did you address the problem? \_\_\_\_\_

## **Resolution**

What was the result? \_\_\_\_\_

What did you learn? How did the experience affect you? \_\_\_\_\_

## **Self-check questions**

Ask yourself the following questions to make sure you have thought of all the details:

- Have you chosen a specific event or experience to write about?
- Have you thought of a way to get readers' attention at the beginning?
- Have you thought about how the event unfolded from beginning to middle to end?
- Have you explained the moral or theme of the essay at the end?

## **Activity 2**

Write an introductory paragraph for your essay. Once you have written the paragraph, check it for the following:

- Is the theme interesting for readers?
- A good introduction often foreshadows what is to come. Foreshadowing is when the writer gives an indication of what is to come next. Look at your introductory paragraph. Does it foreshadow what is to come in the rest of the essay?

<b>Lesson Title:</b> Narrative Essay	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L068	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the features of a narrative essay.
2. Use an outline to draft a 5-paragraph narrative essay.
3. Write an essay relevant to the topic with well-organised ideas.
4. Use appropriate vocabulary and grammar when writing.

### Overview

A **narrative essay** is used to tell a story about an event, incident or experience. It is usually written in the first-person point of view. The main features of a narrative essay are:

- Usually told in chronological order, progressing from beginning to end
- Develops plot, setting and characters
- Employs literary devices and figurative language
- Has a main idea, theme, moral or lesson learnt at the end

A good narrative essay uses several devices to increase the reader's interest, including:

- **Foreshadowing:** Foreshadowing is when the writer gives an indication of what is to come next. Use foreshadowing in the introduction to hint at the conflict to come.  
Example: The river could swallow a person whole if it was angry.
- **Suspense:** This is the creation of uncertainty. Readers who are uncertain of what will happen tend to keep reading.  
Example: I tried to swim straight, but as hard as I tried, the current pushed me further downstream.
- **Character introduction:** Introduce characters by explaining their relationship to the narrator.  
Example: I was in love with a girl named Binta.
- **Emotions:** The narrative essay is not just about what happened, but how the narrator felt about it. Use descriptive words to discuss how you reacted to the situation.  
Example: I was terrified of the river, but I was even more scared of Binta thinking I was a coward.

## **Practice**

### **Activity 1**

1. If you did not finish writing your narrative essay in the lesson, complete it now.
2. Check your narrative essay for the following:
  - Have you organised your essay into at least 5 paragraphs that include an introduction, body paragraphs and conclusion?
  - Do you have a title for your essay?
  - Have you used figurative language and literary devices in your essay?
  - Are your paragraphs connected and in chronological order?
  - Are there spelling or grammatical mistakes?
  - Is it written in the past tense?
  - Is there a conflict that you overcome?
3. Revise your narrative essay as needed.

### **Activity 2**

1. Complete an outline to plan a narrative essay on the topic 'My proudest moment'. In this narrative essay, you will write about a real or fictional experience that you look back on with pride. Use the outline you completed in the previous lesson as reference.
2. Using the outline, write a narrative essay of roughly 450 words.

<b>Lesson Title:</b> Coordinating Conjunctions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L069	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define coordinating conjunctions and demonstrate understanding of their function in a sentence.
2. Identify coordinating conjunctions in sentences.
3. Write sentences using appropriate vocabulary and coordinating conjunctions.

### Overview

There are 3 types of conjunctions: coordinating, subordinating and correlative.

**Coordinating conjunctions** are words that link other words or phrases together in a sentence.

Examples:

- He likes English **and** Mathematics.
- Do you want to read **or** listen?
- Being young **and** having no friends, she was lonely.

There are 6 coordinating conjunctions: **for, and, nor, but, or, yet, so**.

A sentence can contain more than 1 coordinating conjunction.

Coordinating conjunctions connect 2 or more words, phrases or clauses that are independent clauses without the conjunctions. They give equal emphasis to 2 main clauses.

Examples:

- He watched television. I watched television. – He and I watched television.
- I tried to tell you. You did not listen. – I tried to tell you, yet you did not listen.
- He was a good player. He was injured. – He was a good player, but he was injured.
- They ate dinner. They finished their chores. They went to bed. – They ate dinner, finished their chores and went to bed.

### Practice

Fill in the blanks with the correct coordinating conjunctions:

1. I like movies \_\_\_\_\_ my wife prefers books.
2. Do you prefer fruits \_\_\_\_\_ vegetables?
3. I have had six cups of coffee today \_\_\_\_\_ I have got a headache.
4. I take water \_\_\_\_\_ juice every morning.
5. He is seventy-two \_\_\_\_\_ he still swims, runs and plays football regularly.
6. She must have been very hungry \_\_\_\_\_ she ate everything immediately.

7. Sierra Leone is not in the European Union \_\_\_\_\_ is it a member of NATO.
8. He was very hungry \_\_\_\_\_ he ate all the cake.
9. His favourite fruits are bananas \_\_\_\_\_ mangoes.
10. He is overweight \_\_\_\_\_ he continues to eat a lot of cake.
11. I am going to go shopping on Sunday \_\_\_\_\_ buy some new clothes.
12. I have just eaten dinner \_\_\_\_\_ I am not hungry.
13. Do not tell John about his birthday party \_\_\_\_\_ you will spoil the surprise.
14. Secretary to boss: Do you want anything else \_\_\_\_\_ can I go home now?
15. I love to travel \_\_\_\_\_ I hate travelling by bus.
16. I am bored! Let's go out to dinner \_\_\_\_\_ see a movie.
17. I like living in the city \_\_\_\_\_ my brother prefers living in the countryside.
18. I did not call \_\_\_\_\_ write my mother.
19. If the pupils show up \_\_\_\_\_ the teacher is prepared, class will be productive.
20. Deserts are harsh and dry \_\_\_\_\_ many plants grow there.
21. Pat looked at the beautiful dress \_\_\_\_\_ she could not afford to buy it.
22. Sue jogs every day \_\_\_\_\_ she wants to stay in shape.
23. Francis is a contractor \_\_\_\_\_ he knows the construction business.
24. My brother is in the play \_\_\_\_\_ I want to attend the first performance.
25. Ann-Marie could not go \_\_\_\_\_ she was tired.

<b>Lesson Title:</b> Subordinating Conjunctions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L070	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define subordinating conjunctions and demonstrate understanding of their function in a sentence.
2. Identify subordinating conjunctions in sentences.
3. Write sentences using appropriate vocabulary and subordinating conjunctions.

### Overview

There are 3 types of conjunctions: coordinating, subordinating and correlative.

There are many **subordinating conjunctions**. Below are some of the most common ones:

- |               |                 |            |
|---------------|-----------------|------------|
| • after       | • once          | • until    |
| • although    | • provided that | • when     |
| • as          | • rather than   | • whenever |
| • because     | • since         | • where    |
| • before      | • so that       | • whereas  |
| • even if     | • than          | • wherever |
| • even though | • that          | • whether  |
| • if          | • though        | • while    |
| • in order to | • unless        | • why      |

Subordinating conjunctions do 2 things. First, they indicate transitions of time or place or a cause-and-effect relationship:

- Time – I will answer **once** I have heard the question.
- Place – We looked under the car, **where** the radiator was scraping the ground.
- Cause and effect – The pupil will attend school **provided that** her parents have enough money for school fees.

Second, whereas coordinating conjunctions give equal emphasis to 2 main clauses, subordinating conjunctions make one clause the focus of a sentence:

- I have not seen her **since** she came back to town.
  - 'I have not seen her' is the focus.
- **As** I reached into the cage, the tiger tried to eat my hand.
  - 'the tiger tried to eat my hand' is the focus.

There are a few rules for punctuation with subordinating clauses:



- When the subordinating clause comes first, use a comma to separate the 2 clauses.  
Example: **When** school ended, I ran out of the classroom cheering.
- When the main clause comes first, we generally do not use a comma.  
Example: I ran out of the classroom **when** school ended.
- The exception to this is when the subordinating clause uses a relative pronoun, such as who, which or where, alongside general nouns.
  - If the information in the subordinating clause is essential to understanding what is said, we do not use a comma.  
Example: I talked to the player on the team **who** had a ball. (Explains which player from several options)
  - If it is not essential, we add a comma.  
Example: I talked to the player, **who** had a ball. (Assumes there is just one player)

## Practice

### Activity 1

Fill in the blanks with the most appropriate subordinating conjunctions to complete each sentence. Choose from the options provided in the word bank.

#### Word Bank

although	as long as	because	even if
so that	unless	until	while

1. Aminata has decided to move to Freetown \_\_\_\_\_ there are more opportunities for employment in the city.
2. You can borrow my car \_\_\_\_\_ you agree to be very careful with it.
3. They will have a good corn harvest this year \_\_\_\_\_ it rains a lot and prevents them from harvesting their crops.
4. Our neighbour is going to buy a dog \_\_\_\_\_ she can protect herself from intruders who break into her compound.
5. \_\_\_\_\_ he can save a lot a money by taking the bus, Wahid still drives his car into the city every day.
6. Ronald is going to finish his homework \_\_\_\_\_ it takes him all night.
7. My daughter cannot wait \_\_\_\_\_ she gets her new bicycle.
8. Stay in the car \_\_\_\_\_ I go into the store.
9. It is a good idea to go to college for four years \_\_\_\_\_ it is possible to get a good job without a degree.
10. \_\_\_\_\_ he is overweight, Tony still eats a lot of food before he goes to bed.
11. The police cannot arrest the suspect in the crime \_\_\_\_\_ they have more evidence.



11. \_\_\_\_\_ he worked all year long, he was unable to buy his father an expensive gift.  
a. Because                                      b. Since                                      c. Even though
12. \_\_\_\_\_ he did not have much money, he was unable to buy his mother an expensive gift.  
a. Because                                      b. Although                                      c. Even though
13. \_\_\_\_\_ he did not have much money, he was still able to buy an expensive gift for his father.  
a. Unless                                      b. Although                                      c. As long as
14. \_\_\_\_\_ he works hard all year long, he will not be able to buy his father an expensive gift.  
a. Unless                                      b. Since                                      c. Once
15. \_\_\_\_\_ he worked hard all year long and was able to earn a lot of money, he bought his father a very expensive gift.  
a. Though                                      b. Since                                      c. Although
16. \_\_\_\_\_ spend a lot of money on a gift, he made a present for his father.  
a. Rather than                                      b. Before                                      c. If only
17. \_\_\_\_\_ he buys his father an expensive gift, he will not buy anything for himself.  
a. Until                                      b. When                                      c. While
18. \_\_\_\_\_ he was shopping for an expensive gift for his father, he realised he did not have any money.  
a. Unless                                      b. While                                      c. Even if
19. \_\_\_\_\_ he bought an expensive gift for his father, he felt tremendous joy.  
a. When                                      b. Until                                      c. Unless
20. \_\_\_\_\_ he buys his father an expensive gift, he needs to make sure he has enough money to pay his rent.  
a. After                                      b. Unless                                      c. Before

<b>Lesson Title:</b> Correlative Conjunctions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L071	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define correlative conjunctions and demonstrate understanding of their function in a sentence.
2. Identify correlative conjunctions in sentences.
3. Write sentences using appropriate vocabulary and correlative conjunctions.

### Overview

The third type of conjunction is the **correlative conjunction**. Correlative conjunctions work as pairs to join equal parts of a sentence together.

Below are some of the most common correlative conjunctions:

- both ... and
- either ... or
- neither ... nor
- hardly...when
- rather ... than
- as ... as
- no sooner ... than
- not only ... but also
- whether ... or
- if ... then
- scarcely ... when
- so ... that

Correlative conjunctions must use parallel structure, or equal grammatical units. They connect 2 main clauses, 2 prepositional phrases or 2 nouns together.

Examples:

- Main clauses – **Not only** did Sandima cook for his sister, **but he also** prepared meals for his brother.
- Prepositional phrases – Sandima cooked **not only** for his sister **but also** for his brother.
- Nouns – Sandima cooked for **not only** his sister **but also** his brother.

If you connect 2 subjects, the verb must agree with the second subject.

Example:

- Every day, **either** she **or** the children go to the market.
  - The verb 'go' agrees with the second subject, 'children'.
- Every day, **either** the children **or** she goes to the market.
  - The verb 'goes' agrees with the second subject, 'she'.

## Practice

### Activity 1

Identify the correlative conjunctions in the following sentences:

1. He is both intelligent and good-natured.
2. I will either go for a walk or read a book.
3. He is neither rich nor famous.
4. He had hardly begun to work when he was interrupted.
5. If that is true, then what happened is not surprising.
6. No sooner had I reached the corner than the bus came.
7. She is not only clever but also hardworking.
8. I would rather go swimming than go to the library.
9. Scarcely had we left home, when it started to rain.
10. Have you decided whether you will come or not?

### Activity 2

Fill in the blank with the missing correlative conjunction to complete the sentences:

1. \_\_\_\_\_ Patrick nor Michael knows how to speak Russian.
2. \_\_\_\_\_ did the man lose his keys, but he also lost his wallet.
3. You will \_\_\_\_\_ have to take biology or geography next semester.
4. Maybe I should take \_\_\_\_\_ biology and geography.
5. I do not like Science classes. I want to take neither Biology \_\_\_\_\_ Chemistry.
6. My sister is going to \_\_\_\_\_ England or Ireland this summer.
7. My brother cannot take a vacation. He is going to \_\_\_\_\_ England nor Ireland.
8. My cousin would like to take a vacation as well. She cannot decide \_\_\_\_\_ to go to Bo or Makeni.
9. If she has enough time, she will go to both Kenema \_\_\_\_\_ Kono.
10. Not only is Bo less expensive than Freetown, but it is \_\_\_\_\_ prettier.

### Activity 3

Fill in the blanks with an appropriate pair of correlative conjunctions to complete the sentences. There is more than one possible answer.

1. You must \_\_\_\_\_ obey \_\_\_\_\_ quit.
2. \_\_\_\_\_ you \_\_\_\_\_ he will have to do this job.
3. She is \_\_\_\_\_ intelligent \_\_\_\_\_ beautiful.
4. I will \_\_\_\_\_ obey you \_\_\_\_\_ quit.
5. He \_\_\_\_\_ tells lies \_\_\_\_\_ misbehaves with everybody.
6. The culprit was \_\_\_\_\_ John \_\_\_\_\_ Peter
7. I do not know \_\_\_\_\_ she will come \_\_\_\_\_ not.
8. He is \_\_\_\_\_ intelligent \_\_\_\_\_ handsome.
9. \_\_\_\_\_ the minister \_\_\_\_\_ his colleagues visited the site.
10. She does not earn \_\_\_\_\_ much \_\_\_\_\_ he does.
11. She was \_\_\_\_\_ weak \_\_\_\_\_ she could barely stand.
12. The officer was \_\_\_\_\_ corrupt \_\_\_\_\_ he had to be fired.

<b>Lesson Title:</b> Grammar Skills Development: Identifying Grammatical Name and Function	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L072	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Understand the way in which grammar is tested at WASSCE.
2. Identify the grammatical name of select phrases and clauses in a sentence or text.
3. Identify the grammatical function of select phrases and clauses in a sentence or text.

### Overview

A **phrase** is a group of 2 or more words that do not have a subject-predicate relationship. It is not a complete sentence or thought by itself.

Examples:

- one of my friends
- reads quickly and efficiently
- in the library

A **clause** is a group of 2 or more words that has both a subject and a predicate. Every complete sentence includes at least clause.

This lesson looks at 3 of the grammatical phrases and clauses that appear on the WASSCE: noun phrases, adjectival clauses and adverbial clauses.

A **noun phrase** is a group of words that acts and appears as a noun would in a sentence. Form a noun phrase with a noun or pronoun and any modifiers, such as adjectives. The function of a noun phrase is to serve as a subject of a verb or as an object of a verb.

Examples:

- **Fear of losing** motivates him.
  - Subject of the verb 'motivates'
- The captain of the team cursed **her teammates' poor attitude**.
  - Object of the verb 'cursed'
- **Her patient and wise leadership** led to peace between the people.
  - Subject of the verb 'led'

An **adjectival clause** is a group of words that functions as an adjective, even if it does not contain an adjective. It contains both a subject and a verb and provides a description.

Example: He is a boy **who hates to study**.

You can usually identify adjectival clauses because they begin with 'who', 'whom', 'whose', 'that' or 'which'. Their function is to modify a noun outside the clause.

Examples:

- I got in the taxi **that had yellow paint down one side**.
- He joined the celebrations, **which he had a right to do**.
- We had become fond of the principal, **who also taught one class**.

An **adverbial clause** is a group of words that functions as an adverb, even if it does not contain an adverb. It contains both a subject and a verb.

Example: **Unless you run fast**, you will miss the bus.

You can often identify an adverbial clause from the conjunction it uses. It begins with a subordinating conjunction. The clause can modify verbs, adverbs and adjectives by telling when, where, why, how, how much and under what condition.

Examples:

- **Although I was not certain I would pass**, I took the examination anyway.
- He repaired the bicycle tyre **while everyone was sleeping**.

On the WASSCE, you must explain which type of adverbial clause is used. You can use some common conjunctions as hints. Be careful, though. Some conjunctions can be used for more than one purpose, as seen in the following table:

Type of clauses	Common conjunctions	Function	Example
<b>Time</b>	when, before, after, since	Explains when	<b>After he arrived in Freetown</b> , he immediately found his father.
<b>Condition</b>	if, unless	Explains things that have not happened	<b>Unless I hear from you</b> , I will assume you are dead.
<b>Purpose</b>	in order to	Explains purpose	<b>In order to understand the book</b> , you must first read it.
<b>Reason</b>	because, since	Explains reasons	His claim to the crown was rejected <b>since he was not a citizen</b> .
<b>Concession</b>	although	Shows contrast	She was nice, <b>although she occasionally did bad things</b> .
<b>Place</b>	where, wherever	Explains where	<b>Everywhere you look</b> , there is something new to see.
<b>Comparison</b>	as, than	Compares 2 things	We are shorter <b>than they are</b> .

<b>Manner</b>	as, like	Explains how	<b>The way I see it, you owe me money.</b>
<b>Results</b>	so ... that, such ... that	Explains results	Their window was <b>so shiny that birds flew into it.</b>

## Practice

Read the 2 parts of the text and answer the comprehension questions on them.

### Musa's Path to Success (Part 1)<sup>1</sup>

As I watched Musa step out of the plane, I concluded that diligence, intelligence and luck had turned Musa from the rustic pauper of 30 years earlier to a highly successful professional. Here was a village boy of yesteryear, an orphan from early life, cheated out of his heritage by his half-brothers and uncles whose actions forced him to fend for himself. So, how did he become an internationally **acclaimed** computer wizard?

When his well-to-do father died three years after his mother, he had just gained admission to a fee-paying secondary school. Had his parents lived, that would not have been a problem. But his closest relatives were more interested in sharing assets than handling **liabilities**. They shared the three buildings in the city, as well as several cocoa plantations with hundreds of oil palms. None considered it right to take on the care of the poor boy.

Left in the lurch, he **clung** on to a classmate who had longed to work in the city as a petty clerk. They moved to the city. Both were engaged by a big-time retailer in all sorts of goods, which he gave out to the boys to hawk on the busy roads. There were no salaries; all they had were commissions from each day's sales. Musa and his friend could be out in the streets from 6:00 a.m. until almost midnight.

### Musa's Path to Success (Part 2)

But Musa soon decided that his returns could cater for a little more than that. His yearning for education still very keen, he cut short his daily schedule at 4:00 p.m. to attend an evening school organised by some secondary school teachers. And he made very rapid progress. Often, after classes, he would return to the streets. He never fared worse than any of the other learners, most of whom attended classes after normal school. In time, he sat for and passed all his school certificate papers with flying colours. Indeed, his results were among the best in the country.

An oil company which had a policy of sponsoring the university education of the best students in the various disciplines awarded him a scholarship. Thus, his university education in Computer Science was fully **sponsored**. Eventually, he emerged as the



best graduate in the university. The training made him a top 3D computer programmer in engineering and architectural designs.

So, as he stepped out of the plane, returning from one of his several international **conferences**, I could not help but reach the conclusion I had made earlier.

### **Comprehension questions**

1. What problems did Musa face during his earlier educational pursuit?
2. What was the reaction of Musa's closest relatives after the death of his parents?
3. Who first helped Musa?
4. Why did Musa cut short his daily schedule at 4:00?
5. '... They were able to keep body and soul together'
  - a. What is the figure of speech in the expression?
  - b. What does it mean?
6. 'As I watched Musa step out of the plane ...'
  - a. What is the grammatical name for this type of expression?
  - b. What is its function as it is used in the passage?
7. For each of the following words, find another word or phrase which means the same and can replace it as it is used in the passage
  - a. acclaimed
  - b. liabilities
  - c. clung
  - d. sponsored
  - e. conferences

<sup>1</sup>This passage is adapted from WAEC English Language Examination, 2011.

<b>Lesson Title:</b> Persuasive Essay	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L073	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the features of a persuasive essay.
2. Use an outline to draft a 5-paragraph persuasive essay.
3. Draft an essay relevant to the topic with well-organised ideas.
4. Use appropriate vocabulary and grammar when writing.

### Overview

A **persuasive essay** includes many of the same features as a speech for a debate. It is used to make an argument and convince the reader of something.

The main features of a persuasive essay are:

- Uses convincing language and vocabulary
- Includes facts, statistics and examples
- Features quotes and/or comments from experts
- Is written in the first-person point of view
- Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
- Makes recommendations or gives solutions

### Practice

#### Activity 1

1. Finish writing the main ideas of your persuasive essay, 'Should Sierra Leoneans attend university after secondary school?', using the outline below:

#### Introduction

- Topic: \_\_\_\_\_
- Audience: \_\_\_\_\_
- Description of the issue: \_\_\_\_\_
- Topic sentence (writer's opinion): \_\_\_\_\_

#### Argument #1

- Topic sentence: \_\_\_\_\_
- Supporting evidence: \_\_\_\_\_

#### Argument #2

- Topic sentence: \_\_\_\_\_
- Supporting evidence: \_\_\_\_\_

### Argument #3

- Topic sentence: \_\_\_\_\_
- Supporting evidence: \_\_\_\_\_

### Conclusion

- Restate writer's opinion/argument: \_\_\_\_\_
- Summary of the evidence/supporting information in favour of the argument:  
\_\_\_\_\_
- Give recommendations: \_\_\_\_\_

2. Self-check questions: Check to make sure you have included the following:

- Does your topic sentence clearly state your position on the topic question?
- Do you have 3 separate arguments?
- Does your conclusion restate the argument in a different way?
- Do you give recommendations to your target audience?

### Activity 2

Write the introductory paragraph of your essay. Check your introductory paragraph for the following:

- Does it address the topic question?
- Does it take a clear stance on the question?

<b>Lesson Title:</b> Persuasive Essay	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L074	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the features of a persuasive essay.
2. Use an outline to draft a 5-paragraph persuasive essay.
3. Draft an essay relevant to the topic with well-organised ideas.
4. Use appropriate vocabulary and grammar when writing.

### Overview

A **persuasive essay** is also known as an argumentative essay or argument essay. It uses logic and reason to show that one position is more legitimate than another. It attempts to convince the reader to adopt a certain point of view or to take a particular action.

Here are the steps you should follow when preparing to write a persuasive essay:

- Choose your position:
  - Which side of the issue or problem are you going to write about?
  - What solution will you offer?
- Think about your audience:
  - How does your audience feel about the issue before reading your essay?
  - Do you think your audience agrees with you, is neutral or disagrees with your position?
- Research your topic:
  - A good persuasive essay offers evidence.
  - Include facts, statistics or quotes from experts whenever possible.
- Write an outline for your essay:
  - Decide what arguments you will include.
  - Determine the order in which to present your arguments.

A good persuasive essay uses several things to increase the strength of the argument, including:

- Facts and statistics: For example, fewer than 30,000 students attend university in Sierra Leone, a country of over 7 million. This statistic could show that those with a university degree will have an advantage in getting hired over those who do not.
- Quotes and/or comments from experts: For example, a 2013 MEST report notes: 'The net impact of education on human development is noteworthy. The probability of poverty ... drops considerably. Individuals with higher levels of education are also the least exposed to unemployment'.

You can strengthen a persuasive essay if you do not have facts, statistics or quotes by using strong and persuasive language, for example: many, most, it is obvious that. Avoid words that show uncertainty, for example: perhaps, could be, might.

## **Practice**

### **Activity 1**

4. If you did not finish writing your persuasive essay in the lesson, complete it now.
5. Check your persuasive essay for the following:
  - Have you organised your essay into at least 5 paragraphs that include an introduction, body paragraphs and conclusion?
  - Do you have a title for your essay?
  - Have you used convincing language and vocabulary in your essay?
  - Are there spelling or grammatical mistakes?
  - Do you show an understanding of the opposing argument?
  - Do you give recommendations or solutions?
6. Revise your essay as needed.

### **Activity 2**

1. Complete an outline to plan a persuasive essay on the topic, 'Are national sports festivals important?' In this persuasive essay, you will either argue that they are or are not important.
2. Use the outline to write a persuasive essay of roughly 450 words.

<b>Lesson Title:</b> Figurative Language – Irony	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L075	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define different types of irony and demonstrate understanding of their function in a text.
2. Use context clues and inference to determine the meaning of irony in a text.
3. Demonstrate understanding of irony by explaining examples in your own words.
4. Answer questions on a text.

### Overview

**Irony** is the difference between what someone would expect to happen and what actually does happen.

The following are 3 different types of irony:

- **Situational irony:** This is when what happens is the opposite of what is expected or appropriate.  
Example: A pilot has a fear of heights.
- **Verbal irony:** This is used when someone says one thing but means something else or the complete opposite.  
Example: A man looks out a window to see a huge storm and says, 'Wonderful weather we're having!'
  - **Sarcasm:** This is a type of verbal irony typically used to be hurtful towards another person or yourself. It often depends on the tone used by the speaker.  
Example: Praising a pupil for being clever after he failed an examination
- **Dramatic irony:** This is when the audience knows something the characters in a story, play or movie do not know.  
Example:  
In *Romeo and Juliet*, Romeo kills himself because he thinks that Juliet is dead. The audience knows she has just taken a sleeping potion to make it appear as though she had died.

### Practice

Read the following paragraphs and decide whether they are examples of situational, verbal or dramatic irony. Explain the irony in each paragraph in your own words:

1. Mary began studying for the big history examination on the bus ride home. She did not talk to anyone when she got home because she was studying so intensely. She completed the study guide that the teacher gave her and then she

completed the one she had made herself. Mary stayed awake all night studying with flashcards. When the sun came up, Mary was confident she would score a high mark. She felt prepared as she entered the classroom. She sharpened her pencil, sat at her desk, put her head down, fell asleep and failed her examination.

2. The night I brought Ajayi over to our house to eat, I thought my mother was sure to be upset because he never showed good table manners. To my surprise, she just ignored him even though he wore his hat, put his elbows on the table and rocked back in his chair. But when Ajayi slammed down a bottle of cola and spoke while belching, she could restrain herself no longer. 'What a wonderful story!' she exclaimed.
3. Joshua had never considered himself to be good with animals until he got a goldfish. Taking care of a fish is easy, Joshua thought to himself, as he put the bottle of goldfish food down next to a bottle of rat poison. Joshua went off to school. When Joshua came home that afternoon he went to grab the bottle of fish food right as the phone rang. As Joshua picked up the phone, he grabbed the bottle of rat poison instead of the fish food and did not notice. As he was talking to his friend, he unknowingly unscrewed the top of the rat poison bottle and shook the contents into the fish bowl. Joshua continued to chat as he screwed the cap back on and walked out of the room.
4. As Kamara carried his lunch tray past Zaynab, the school bully, Zaynab stuck her foot into the aisle and attempted to trip Kamara. Kamara expected such a trick and sidestepped around Zaynab's leg saying, 'Excuse me, Zaynab, my fault entirely'. Kamara then continued back to his table and began eating his lunch. Zaynab felt offended that Kamara had not tripped and fallen on his food, so she marched to Kamara's table, grabbed the cake off of his lunch tray and walked back to her table. 'Good bye, Zaynab. It's always a pleasure seeing you', Kamara sighed.
5. When the first settlers arrived in the New World, they faced many challenges, so it is understandable that hygiene was not a priority. However, some people found time to care for their teeth by brushing them with rags and abrasive tooth powders. Archaeologists have examined the remains of these settlers. They discovered that many of the settlers were missing the enamel on their teeth. By cleaning them the way they did, the settlers had removed this protective layer from their teeth, causing their teeth to decay.

<b>Lesson Title:</b> Figurative Language – Irony	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L076	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Demonstrate understanding of irony by using examples to express an idea.
2. Write a text using appropriate vocabulary and irony.

### Overview

**Irony** usually signals a difference between the appearance of things and reality. It is typically divided into the following 3 categories:

- **Verbal irony** is the contrast between what is said and what is meant.
- **Situational irony** is when what happens has the opposite effect of what was intended or expected.
- **Dramatic irony** is when the audience knows something important that a character does not know.

When incorporating irony into your writing, it is important to show the contrast between expectation and reality. This helps the reader identify the irony in the text.

### Practice

#### Activity 1

Create an ending to each of the following sentences to make it an example of the type of irony in brackets:

1. Two very nicely dressed women on their way to church were walking very slowly and carefully to avoid dirtying their shoes in any mud puddles ... (situational irony)
2. Yenor was thirsty and stopped at a shop to grab something to drink. She saw the drink was priced at three times the normal amount. She said to the cashier, '...' (verbal irony)
3. A group of friends stay out late and sneak back into their dormitory to avoid getting caught, but the audience knows that ... (dramatic irony)

#### Activity 2

Create a short story (at least 5 sentences long) that contains at least 1 example of irony, and identify which type of irony is used.



<b>Lesson Title:</b> Reading Comprehension – Academic Text (science)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L077	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Read a text with fluency.
2. Summarise text in your own words.
3. Infer meaning from a text.
4. Answer questions on a text.

### Overview

Reading a textbook or **academic text** is not like reading a story. An academic text is information rich; this means that there is a lot of information within the text. Often, the vocabulary used is new or unfamiliar.

When reading a science text focus on the following:

- Understanding what you have read in paragraph before moving on to the next.
- Read slowly and carefully.
- Use inference and context clues to help you understand new ideas and new words.
- If you have a dictionary, use it to look up what you do not know.
- In order to build your scientific vocabulary, it is helpful to note down new words and write a definition for each.

Below are some helpful scientific vocabulary:

- Bacteria: A microscopic living organism that often causes disease
- Fungi: An organism that feeds on decaying materials
- Virus: An extremely tiny parasite that can only reproduce within a living being
- Microbes: A very small living thing that you can see only with a microscope

### Practice

#### Activity 1

Read the text, which is an excerpt from a scientific journal about the human microbiome, and answer the comprehension questions on it.

#### The Human Microbiome in Health and Disease

Humans consist of only our own cells until birth, but over the first several years of life, our bodies are colonised by an enormous variety of **bacteria**, **fungi** and **viruses**.

These organisms are called **microbes** and together they make up what is known as the **human microbiome**.

There are more than 1000 microbial species living in the human intestine alone and scientists are studying how these microorganisms work in our bodies. These gut microbes play an important role in protecting our bodies against **pathogenic** microbes that cause disease. They also help the **immune system**, keeping us healthy.

Differences in human microbiome exist across body sites and between individuals. Changes are also **evident** across the human lifespan, depending on dietary habits, environmental and **genetic** factors.

Modern diet and lifestyle, **antibiotics** and stress all cause the microbiome to change. Antibiotic drugs from the doctor can cure your illness but also destroy helpful bacteria. Studies have shown that the increased use of antibiotics has reduced the **diversity** of our microbiomes. Disruption of the human microbiome is associated with some diseases, including obesity, diabetes and some cancers.

The results have shown that the bacteria which exists on a human body can be beneficial or harmful. It is highly variable between individuals. Scientists are just beginning to understand the importance of the human microbiome. Future research will help us to understand our relationship to our microbiome as well as its roles in human health and disease.

### **Comprehension questions**

1. What can cause the microbiome in a body to change?
2. What makes up the human microbiome?
3. How do gut microbes help protect our bodies?
4. Are the bacteria that exist on a human body beneficial, or harmful?

### **Activity 2**

Write a definition for each of the following words from the text. Then write an original sentence using each word.

1. pathogenic
2. immune system
3. evident
4. genetics
5. antibiotics
6. diversity

<b>Lesson Title:</b> Reading Comprehension – Academic Text (history)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L078	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Read a text with fluency.
2. Summarise text in your own words.
3. Infer meaning from a text.
4. Answer questions on a text.

### Overview

When reading **academic texts** such as historical documents, it is helpful to use summarising techniques. These help you understand what you are reading.

The following are some common ways to summarise text:

- Highlight key words, phrases and ideas that the author repeats throughout the text.
- Look for the main idea, which is usually the last sentence of the first paragraph.
- Determine which information is relevant, meaning it directly connects to the main idea, and what is irrelevant, meaning extra.
- Look for the topic sentence of the paragraph.
  - This is the sentence that an author uses to introduce what he or she will be discussing.

### Practice

Read the text and answer the comprehension questions on it.

#### Excerpt from 'African Migration to Colonial America'<sup>1</sup>

While several large migrations have shaped African American life, none was more important than the first, the so-called 'Middle Passage' from Africa to America. This forced **migration** from Africa – the transatlantic slave trade – carried black people to the Americas.

The nightmarish weeks and sometimes months locked in the holds of stinking slave ships speak to the **degradation** of slavery. But the Middle Passage also represents the determination of black people to not be **dehumanised** by dehumanising circumstances.

The transatlantic slave trade began in the middle of the 15th century when Portuguese ships sailed down the West African coast. The intention was to trade for gold and spices, but the voyagers found a more valuable **commodity** – human beings. Over time, the trade in men and women replaced other commerce.

Additionally, the slaves' destination changed from Europe to the Americas, where plantations were growing crops for the international market. In all, some 11 to 12 million Africans were forcibly carried to the Americas. Of those, nearly five percent were taken to what became the United States.

The first black **immigrants** arrived in North America in the 16th century, often with European explorers. For the next century or so, they trickled onto the continent in small numbers. They often came not from Africa itself but from Europe or other parts of the Atlantic. Called 'Atlantic Creoles' because of their connection with the ocean that linked Africa, Europe and the Americas, many spoke the language of their enslavers. Many were also familiar with their enslavers' various religions, customs and laws. Black men and women used this knowledge to **integrate** into European communities. Much like other settlers, both free and unfree, they joined churches, traded goods and formed families.

With the creation of the **plantation** in mainland North America, the nature of slavery and the slave trade changed. The production of tobacco and rice in the 17th and 18th centuries increased the level of violence, exploitation and brutality. Slaves worked harder, bringing their owners much wealth and power. As they did, slave owners expanded their plantations and demanded more and more slaves, as slaves proved to be a very valuable form of labour. Not only were they workers, but they also reproduced, adding to the owners' wealth. Rather than arriving in ones and twos from elsewhere, boatloads of captives from Africa crossed the ocean.

### Comprehension questions

1. How did Africans migrate to America in the 16<sup>th</sup> century?
2. What do you think African slaves feared during their passage to America?
3. What were some of the problems they faced once they arrived?
4. How did Atlantic Creoles integrate into America?
5. What event led to a change in the slave trade?
6. What was the key difference between Atlantic Creoles and African American slaves?
7. 'The nature of the slavery and the slave trade ...'
  - a. What is the grammatical name for this construction as used in the passage?
  - b. What is its function in the sentence?

<sup>1</sup>African Migration to Colonial America. (n.d.). Adapted from <https://www.gilderlehrman.org/history-now/essays/african-immigration-colonial-america>

<b>Lesson Title:</b> Apostrophe – Contractions	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L079	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define contractions and demonstrate understanding of their function in a sentence.
2. Identify common contractions in sentences.
3. Write sentences using contractions correctly.

### Overview

A **contraction** is a combination of 2 words that have been shortened to make word. An apostrophe takes the place of or more of the letters in the words used to make a contraction. There are different types of contractions.

**Negative contractions** are contractions combining a verb and the word ‘not’ to show something is not happening.

Examples:

- Nohou can’t eat fish.
- The dog isn’t very friendly.

**Contractions for future tense** combine the word ‘will’ with pronouns to show what will happen in the future.

Example: They’ll get to the next village before dark.

**Ambiguous (unclear) contractions** have more than possible meaning. The meaning is determined from the context of the sentence. Ambiguous contractions are contractions ending with ‘-d’, ‘-s’ or ‘-ve’.

- Those ending in ‘-d’ could use the word ‘would’ or ‘had’.

Examples:

- Would – He’d like to go fishing
- Had – He’d been sick for a week before calling the doctor.

- Contractions ending in ‘-s’ could use the world ‘is’ or ‘has’.

Examples:

- Is – Kathleen’s my best friend.
- Has – Kathleen’s finished her homework.

- Contractions using the word ‘have’ end in ‘-ve’.

Examples:

- We’ve been working hard all day.
- They’ve six children in their family.

### Activity 1

Look at each of the following sentences. Fill in the blank with a contraction that fits the sentence. Note that some sentences may have more than one correct answer.

1. When we get to the store \_\_\_\_\_ get everything on the list.
2. \_\_\_\_\_ be happy to hear the storm did not do much damage.
3. Fatima \_\_\_\_\_ spend all her time in the house.
4. Making fun of people \_\_\_\_\_ very nice.
5. \_\_\_\_\_ been thinking about baking a birthday cake for my sister.

### Activity 2

Identify which of the following words cannot be used in forming a contraction:

- they
- do
- make
- know
- we
- have
- is
- there
- am
- came
- can
- me
- who
- it

### Activity 3

The following is a list of some of the most commonly used contractions. Use each in a sentence correctly AND write the 2 words used to make the contraction.

- |               |            |           |             |             |            |
|---------------|------------|-----------|-------------|-------------|------------|
| 1. hadn't     | 2. we're   | 3. we've  | 4. who'll   | 5. what've  | 6. aren't  |
| 7. isn't      | 8. didn't  | 9. he'll  | 10. they're | 11. where'd | 12. I've   |
| 13. shouldn't | 14. that's | 15. she's | 16. haven't | 17. you're  | 18. you'll |

<b>Lesson Title:</b> Apostrophes with Contractions and Plurals	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L080	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define contractions and possessive apostrophes and demonstrate understanding of their function in a sentence.
2. Identify common contractions and possessive nouns using apostrophes in sentences.
3. Write sentences using contractions and possessive apostrophes correctly.

### Overview

There are 2 different uses of an apostrophe (') in the English language. They are:

- To form a contraction by combining 2 words that have been shortened to make 1 word  
Example: do + not = don't
- To show ownership/possession  
Example: Abu's shoes

When used to show possession, 2 main rules apply:

- Add an apostrophe + 's' to the end of a singular noun.  
Examples:
  - tiger's teeth
  - Adam's book
- Add only an apostrophe to the end of a plural noun.  
Examples:
  - my parents' house
  - the girls' locker room

### Practice

#### Activity 1

Fill in the blanks in the sentences using the words from the word bank:

#### Word Bank

hat's	dog's	lady's	boys'	clock's	river's
bear's	car's	knives'	tree's	cake's	Esther's

1. The \_\_\_\_\_ icing was thick and gooey.
2. Joseph's \_\_\_\_\_ bark is high-pitched and annoying.

3. When we tried going up the mountain, our \_\_\_\_\_ engine overheated.
4. A \_\_\_\_\_ purpose is to keep track of time.
5. Mr Banya discovered his \_\_\_\_\_ brim was bent in an awkward position.
6. Last year's flood caused the \_\_\_\_\_ water to flood most of the fields in our community.
7. A \_\_\_\_\_ purse was left on the bus.
8. We found the \_\_\_\_\_ den and left the area quickly and quietly.
9. We found \_\_\_\_\_ coat in the music classroom.
10. The \_\_\_\_\_ blades are dull and in need of sharpening.
11. Saray said she would take the \_\_\_\_\_ books back to the library for them.
12. A strong wind often shakes the \_\_\_\_\_ leaves to the ground.

### Activity 2

Each of the following words is missing its apostrophe. Add an apostrophe to correct each contraction:

1. cant
2. theyre
3. shouldnt
4. weve
5. hed
6. isnt
7. arent
8. wholl
9. dont
10. shes
11. wouldve
12. doesnt

### Activity 3

Underline the word(s) in the paragraph below that should be possessive. Make them possessive by inserting apostrophes in the correct places:

Ousman and Obrahim went to Orahims house to play basketball. When they got there, they found Orahims mom getting ready to leave.

'I'm going to Titis soccer game', she said. 'It should be an exciting game. Her teams goalie is sick, so Titi is going to be the goalie'.

'We'll go with you', Obrahim said.

'That will be fine', said Orahims mom.

'My mom will be there, too', Ousman told her. 'Titi and my sister are on the same team'.



When they got to the game, they saw the players coaches giving them a last-minute talk. A minute or two later, the game started. Both Orahims and Ousmans sisters were starting players.

Titis skills as a goalie and her teams ability to work together allowed them to win the game 6-2.

#### **Activity 4**

Write a sentence using each of the following possessive nouns or pronouns.

1. life's
2. book's
3. Mr Kallay's
4. Lily's
5. zoo's
6. sailors'
7. college's
8. doctors'

<b>Lesson Title:</b> Reading Skills Development: Identifying Topic Sentences	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L081	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

## Overview

A **topic sentence** is the sentence at the beginning of a paragraph that helps to explain what the paragraph is about. It is typically the first sentence of a paragraph. Keywords within the topic sentence, including nouns and verbs, can hint at what the text will discuss. Supporting sentences develop the ideas of a topic sentence.

## Practice

### Activity 1

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

#### Mr Ngobeh, My Mathematics Teacher<sup>1</sup>

When the principal introduced Mr Ngobeh as our new Mathematics teacher, we did not think much of him. He did not look very likable nor did he appear like much of a Maths teacher. Nothing was spectacular about him apart from the fact that he was a South African. Most of us who knew the goings-on in his country figured him to be one of the luckless refugees from the apartheid regime. After mild clapping, we forgot about the man with gaunt, hungry looks.

Our perspective changed during his first lesson. It struck me that not once did he consult the textbook. Rather, to teach the properties of the square and rectangle, he made us measure our tables, the classroom doors and other objects. From there, we saw that these objects had opposite equal sides, and all the angles were equal. We did not have to learn these from books; he helped us discover them from our surroundings. When later I consulted my textbook, what Durell, the great mathematician, wrote came very much alive. I started to see Mr Ngobeh as equal to Durell.

With time, we began to like his teaching. He taught with zeal and usually through playful methods. His class was always lively and full of jokes. For instance, to teach us the properties of a circle, he instructed us to bring out the bowls which we used for the midday meal. During the lesson, he made each one of us measure the distance around his bowl. Incidentally, almost every bowl was different in size. We laughed at the sizes of different bowls while we meticulously measured them. Throughout the

lesson, there was much laughter. Finally, he told each pupil to divide the distance around the bowl by the distance through the centre. Imagine our amazement when we discovered that, whatever the size of bowl, all the answers were the same. This, he explained, is the basis of all computations regarding the circle.

Then, one day, we learnt that Mr Ngobeh was admitted to hospital. We sent representatives to convey our good wishes. However, they were refused entry into the intensive care unit and told that his condition was critical. We virtually went into mourning for weeks. But just as we were writing him off in our minds, one hot afternoon, his car crawled into the school compound. As he stepped out, pupils swarmed out, carried him shoulder-high and danced round the school, chanting spontaneously, 'Ngobeh, welcome! Mathematics, welcome!'

That was 50 years ago, and I have not forgotten Mr Ngobeh. Though we had disregarded him at the beginning, Mr Ngobeh never disregarded us. In the process, he actually tamed mathematics for us, terrifying as it was. I am grateful to him for that.

### **Comprehension questions**

1. What was the narrator's initial opinion of Mr Ngobeh?
2. Why did the narrator's opinion of Mr Ngobeh change?
3. 'While we meticulously measured them ...'
  - a. What is the grammatical name given for the above expression?
  - b. What is its function as it used in the passage?
4. When Mr Ngobeh was in the intensive care unit, did the pupils expect him to return to class?
5. When was the narrator a pupil of Mr Ngobeh's?

### **Activity 2**

Replace each of the 5 topic sentences with another sentence that accurately summarises the text in that paragraph.

<sup>1</sup>This passage is adapted from WAEC English Language Examination, 2013.

<b>Lesson Title:</b> Reading Skills Development: Identifying Main Idea	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L082	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Demonstrate understanding of how to identify the main idea of a text.
2. Identify the main idea in a given text.
3. Use the main idea to help summarise a text.

### Overview

The text in this lesson is an informative report about a type of star. It talks about research that scientists from NASA, the National Aeronautics and Space Administration in the US, have done.

In it, you will find several **main ideas** under each subheading. The main idea is what the author wants readers to know about the topic. It is often stated within the topic sentence. But sometimes the main idea is only implied. The main idea does not include details; it is a general summary.

To find the main idea, identify the topic sentence. Sometimes it will be there. To make sure, also check for repeated keywords, especially nouns. If there are repeated keywords in the text that are very different from the topic sentence, the main idea may be different from the topic sentence.

### Practice

#### Activity 1

Read the text and answer the comprehension questions on it.

#### What Is a Supernova?<sup>1,2</sup>

A supernova is the explosion of a star. It is the largest explosion that takes place in space.

#### **Where do supernovas take place?**

Supernovas are often seen in other galaxies. But supernovas are difficult to see in our own Milky Way galaxy because dust blocks our view. In 1604, Johannes Kepler discovered the last observed supernova in the Milky Way. NASA's Chandra telescope discovered the remains of a more recent supernova. It exploded in the Milky Way more than a hundred years ago.

#### **What causes a supernova?**

A supernova happens where there is a change in the core, or centre, of a star. A change can occur in two different ways, with both resulting in a supernova.

The first type of supernova happens in binary star systems. Binary stars are two stars that orbit the same point. One of the stars, a carbon-oxygen white dwarf, steals matter from its companion star. Eventually, the white dwarf accumulates too much matter. Having too much matter causes the star to explode, resulting in a supernova.

The second type of supernova occurs at the end of a single star's lifetime. As the star runs out of nuclear fuel, some of its mass flows into its core. Eventually, the core is so heavy that it cannot withstand its own gravitational force. The core collapses, which results in the giant explosion of a supernova. The sun is a single star, but it does not have enough mass to become a supernova.

### **Why do scientists study supernovas?**

A supernova burns for only a short period of time, but it can tell scientists a lot about the universe.

One kind of supernova has shown scientists that we live in an expanding universe, one that is growing at an ever-increasing rate.

Scientists have also determined that supernovas play a key role in distributing elements throughout the universe. When the star explodes, it shoots elements and debris into space. Many of the elements we find here on Earth are made in the core of stars. These elements travel on to form new stars, planets and everything else in the universe.

### **How do NASA scientists look for supernovas?**

NASA scientists use different types of telescopes to look for and study supernovas. Some telescopes are used to observe the visible light from the explosion. Others record data from the X-rays and gamma rays that are also produced. Both NASA's Hubble Space Telescope and Chandra X-ray Observatory have captured images of supernovas.

In June 2012, NASA launched the first orbiting telescope that focuses light in the high-energy region of the electromagnetic spectrum. The NuSTAR mission has a number of jobs to do. It will look for collapsed stars and black holes. It also will search for the remains of supernovas. Scientists hope to learn more about how stars explode and the elements that are created by supernovas.

### **What can you do to help?**

You do not have to be a scientist, or even have a telescope, to hunt for supernovas. For example, in 2008, a teenager discovered a supernova. Then in January 2011, a 10-year-old girl from Canada discovered a supernova while looking at night sky images on her computer. The images, taken by an amateur astronomer, just happened to include a supernova.

With some practice and the right equipment, you could find the next supernova!

## Comprehension questions

1. Do supernovas happen within our galaxy?
2. '... that are also produced ...'
  - a. What is the grammatical name given for the above expression?
  - b. What is its function as it used in the passage?
3. What important role have supernovas played on Earth?
4. What does 'white dwarf' refer to?
5. Based on the context clues, what do you think astronomers study?

## Activity 2

Choose the main idea that best summarises each paragraph from the text:

1. Paragraph: 'The second type of supernova ...'
  - a. The second type of supernova happens when a star collapses.
  - b. The sun does not have enough mass to become a supernova.
  - c. A star runs out of fuel at the end of its lifetime.
2. Paragraph: 'Scientists also have determined ...'
  - a. Scientists continue making new discoveries about supernovas.
  - b. Earth is made up of elements from supernovas.
  - c. Supernovas distribute elements throughout the universe.
3. Paragraph: 'In June 2012, NASA ...'
  - a. The NuSTAR mission will look for black holes, collapsed stars and supernovas.
  - b. Scientists hope to learn more about how stars explode and the elements that are created by supernovas.
  - c. In June 2012, NASA made a huge advance in finding supernovas.

<sup>1</sup>Wild, F. (Ed.). (2017, October 4). What is Earth? Adapted from <https://www.nasa.gov/audience/forstudents/5-8/features/nasa-knows/what-is-earth-58.html>

<sup>2</sup>Bernoskie, B., Deiss, H., & Miller, D. (2017, August 4). What is a supernova? (S. May, Ed.). Adapted from <https://www.nasa.gov/audience/forstudents/5-8/features/nasa-knows/what-is-a-supernova.html>

<b>Lesson Title:</b> Figurative Language – Hyperbole	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L083	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Define different hyperbole and demonstrate understanding of its function in a text.
2. Use context clues and inference to determine the meaning of hyperbole in a text.
3. Demonstrate understanding of hyperbole by explaining examples in your own words.
4. Answer questions on a text.

### Overview

A **hyperbole** is an extreme exaggeration that is not realistic and not meant to be taken literally. It is an example of figurative language. We use hyperbole to make a point or to emphasise feelings.

The following are examples of hyperbole:

- I was so embarrassed I thought I would die.
- It was so hot outside that we were melting.
- Our teacher gave us a mountain of homework.
- I have told you a million times not to wear your dirty shoes in the house!

### Practice

Read the following text and complete the activities below.

Adaptation of ‘The Princess and the Pea’  
by Hans Christian Anderson<sup>1</sup>

Once upon a time there was a prince who wanted to marry a princess, but she would have to be a real princess. A real princess would use her servants’ backs as furniture. She would have someone chew her food for her. She would change the laws of physics so that the sun revolved around her. He travelled all over the world to find such a princess, but nowhere could he get what he wanted. There was always something about them that was not as it should be. If he could find a real princess, he vowed he would marry her.

One evening, there was a storm so terrible that the rain travelled upside down. A princess knocked on the castle gate. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess. ‘If you allow me into the castle, I will show you I am a real princess’.

'Well, we'll soon find that out', thought the old queen. She went into the bedroom, took all the bedding off, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea. 'If she is a real princess', the queen thought, 'she will notice the pea'.

In the morning, she was asked how she had slept. 'Oh, very badly!' she said. 'I scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!'

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses. Nobody but a real princess could be as sensitive as that.

So the prince married her, for now he knew that she was a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

### **Activity 1**

Rewrite the following sentences to make them hyperboles:

1. 'The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels'.
2. 'Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses ...'

### **Activity 2**

Read the following examples to determine whether or not they contain hyperboles. If so, identify the hyperbole.

1. Daniel had heard of the benefits of eating spinach and other leafy greens. He thought they would make him strong and smart, and so he asked his mother to cook them for every meal. She asked him why. 'If I eat all the spinach on my plate', he said, 'I will become stronger than 100 oxen'.
2. If my son moves to the capital, I will never speak to him again. I am an old man and do not have a telephone. Nor do I have the means to travel like I used to. I doubt he will return while I am still alive.
3. 'If you do not quiet down', the teacher said, 'I will call your parents and tell them you are acting like baboons'. We did not believe she would really do such a thing, but just in case, we all stopped talking and let the teacher continue the lesson.
4. The man looked back on the missed opportunities of his life. If only he had gotten a signed football from the World Cup, he would be a billionaire with mansions on every continent! Instead, he was stuck at the store, where he sold footballs to other people.

<sup>1</sup>'The Princess and the Pea' by Hans Christian Andersen (1835) is in the public domain.



<b>Lesson Title:</b> Figurative Language – Hyperbole	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L084	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Demonstrate understanding of hyperbole by using examples to express an idea.
2. Write a text using appropriate vocabulary and hyperboles.

### Overview

A **hyperbole** is an extreme exaggeration used to make something more dramatic.

When using hyperboles, it is common to use the **conditional tense**. Remember, the conditional tense uses the word 'if' to discuss things that might have happened, will happen or could happen.

There are 5 conditional tenses. Here are examples of each:

- Zero conditional: If you sleep well, you feel rested the next day.
- First conditional: If you sleep well, you will feel rested the next day.
- Second conditional (present conditional): If you slept well, you would feel rested.
- Second conditional (present continuous conditional): If you slept well, you would be feeling rested.
- Third conditional: If you had slept well, you would have felt rested the next day.
- Mixed conditional: If you had slept well, you would feel rested.

### Practice

Follow the steps below to write a short story with hyperboles that uses the conditional tense. The topic of the story is: Trying to buy shoes in the market.

- Start with the incident.
  - State what happened.
- List at least 3 facts or feelings about the incident.
  - Example: Describe how something looked, felt or smelled.
- Exaggerate each fact so that it is not realistic.
  - Replace each fact or feeling with a hyperbole.
- Add hyperboles in the conditional tense.
  - The conditional tense uses an 'if/then' structure.
- Put all the sentences together to create the story.

<b>Lesson Title:</b> Present Perfect Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L085	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

### Overview

Use present perfect continuous tense to show that an action began in the past but is ongoing. Form the present perfect continuous by adding 'have been' with an '-ing' verb.

Here are some examples of sentences in the present perfect continuous tense:

- I have been having trouble with my classes this term.
- They have been collecting school supplies to donate.
- The man has been working there since April.

### Practice

#### Activity 1

Identify the main verb in each of the following sentences that shows the present perfect continuous. Also identify the word or words that describe when the action started.

1. Dawa has been living with her aunt since the beginning of the summer.
2. He has been revising for more than three hours.
3. They have been arguing about whose toy it is since this morning.
4. The rain that has been falling since yesterday made the roads slick.
5. She has been teaching primary school since 2005.
6. Morlay and Saidu have been working on the project for three months.
7. My mother has been asking me to clean the house every day for the last week.
8. The lights have been flickering for 10 minutes.

#### Activity 2

Use the following words to write sentences in the present perfect continuous:

1. raining / wet
2. looking / wear
3. barking / annoys
4. practising / win
5. walking / party

### Activity 3

Which of the following sentences use present perfect continuous tense?

1. The teacher went to the workshop last month to learn how to use the new curriculum.
2. She has been trying to learn to play the flute for two years.
3. The dog was trying to dig a hole under the fence, but we stopped him before he succeeded.
4. Applying to university has been a stressful experience for me over the last year.
5. When you are done, can you please go fix the broken window?
6. They have several books I would like to borrow.
7. Falling leaves have been clogging up the gutters since last week.

<b>Lesson Title:</b> Present Perfect Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L086	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

### Overview

You can use the **present perfect continuous tense** to ask questions.

Use this form to ask a question in the present perfect continuous tense: 'have/has' + noun/pronoun + 'been' + '-ing' verb.

Here are some examples of sentences in the present perfect continuous tense:

- Have you been having trouble with your classes this term?
- Have they been collecting school supplies to donate?
- Has the man been working there for long?

The present perfect continuous tense can also be used in the negative. Form the negative like this: 'have/has' + not been + '-ing' verb).

Here are some examples of sentences in the negative present perfect continuous tense:

- I have not been having trouble with my classes this term.
- They have not been collecting any school supplies to donate.
- The man has not been working there since April.

Be careful to avoid double negatives. The 'not' makes the sentence negative. Adding another negative word such as 'nothing' or 'no' or 'none' afterward can make it into a double negative, which is grammatically incorrect.

Here are some examples of double negatives:

- I have not been having trouble with none of my classes this term.
- They have not been collecting no school supplies to donate.

### Practice

#### Activity 1

Rewrite each of the following sentences in the negative form of the present perfect continuous tense:

1. Lamin's grades are proof that he does not spend his time wisely.
2. Jusu is trying to ask Asuma to be his girlfriend, but he is afraid.

3. Sampa's mother has not seen Sampa finish her chores recently and does not expect her to do them today.
4. Iye continues to arrive at school after class has started.

### **Activity 2**

Answer the following questions in the present perfect continuous tense:

1. How many years have you lived in your house?
2. What is one thing you have done to prepare for your future?
3. What have you been wishing or hoping for?
4. What consequences (good or bad) are you still dealing with because of a choice you made?

### **Activity 3**

Write one question in the present perfect continuous tense that you might ask each of the following people if you were interviewing them:

1. Professional athlete
2. Parent of a newborn baby
3. New classmate

<b>Lesson Title:</b> Past Perfect Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L087	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

### Overview

Use the past perfect continuous tense to talk about an action that began in the past and continued until at least another point in the past. It is used to show length of time in the past or a reason for a past result.

Form the past perfect continuous in the following way: 'had been' + '-ing' verb.

The following are examples of sentences in past perfect continuous tense:

- Length of time: They **had been considering** a holiday for years when they finally took a trip.
- Reason for past result: We **had been trying** to remain calm, but the thunderstorm rattled our nerves.

### Practice

#### Activity 1

Change the verb in brackets to the past perfect continuous tense to complete each sentence.

1. Memuna (wait) for over an hour before she finally saw the doctor.
2. The teacher (try) since the beginning of class to explain why their conduct was disrespectful.
3. Emivia and Kumba were exhausted because they (help) their neighbours dig all day.
4. The owners of the store (plan) their holiday since late summer.
5. We (search) for the lost necklace for two hours before we found it under the pillow.

#### Activity 2

Put the following words in order to make a sentence in past perfect continuous tense.

1. before got Seray she finally waiting for over six years a dress of her own had been.

2. They had years searching for just when ago been we met them three the right car.
3. morning had been waiting stepped out queen since early when the on the balcony  
The crowd.
4. Jeneba had for and been arguing her boyfriend days before they broke up finally.
5. The struggling since the to get back had been on its country feet earthquake.

### **Activity 3**

Write a past perfect continuous sentence about each of the following:

1. A gift you received when you were younger
2. Something you saw last year for the first time
3. A problem you solved

<b>Lesson Title:</b> Past Perfect Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL3-L088	<b>Class:</b> SSS 3



### Learning Outcomes

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

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

### Overview

You can use past perfect continuous tense to ask questions as follows: 'had' + noun/pronoun + 'been' + '-ing' verb.

The following are examples of questions in past perfect continuous tense:

- Had he been having difficulty sleeping before the accident?
- Had the radio DJ been playing too many upbeat dance songs?
- Had the couple been planning the wedding for long before they broke up?

You can also use past perfect continuous tense in the negative: 'had not been' + '-ing' verb.

The following are examples of negative sentences in past perfect continuous tense:

- He had not been having difficulty sleeping before the accident.
- The radio DJ had not been playing too many upbeat dance songs.
- The couple had not been planning the wedding for long before they broke up.

### Practice

#### Activity 1

Write sentences in the past perfect continuous tense using the following verbs and subjects.

1. parents/helping
2. hammer/using
3. plants/studying
4. Ramatu/spending
5. university/planning

#### Activity 2

Change the following sentences or questions into the negative past perfect continuous tense.

1. William had been trying to learn to play the saxophone for a year.
2. She had been practising for days before giving up on knitting.



3. Our teacher had been working at the school for more than 40 years when she retired.
4. The neighbourhood had been maintaining the children's park since 2002.
5. Yabu and Yamba had been friends since they became neighbours four years ago.
6. Our team had been on a winning streak for three years before I joined.
7. Had you been waiting to see the results of the election since yesterday?
8. Why had you been telling them about the dangerous roads last week?

<b>Lesson Title:</b> Reading Skills Development: Factual and Inferential Questions	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L089	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the difference between factual and inferential questions.
2. Answer factual and inferential questions on a text.
3. Use factual and inferential questions to develop reading comprehension.

## Overview

**Factual questions** have one literal answer, which is stated directly in the text. Factual questions are usually asking about who, where, when or what.

**Inferential questions** are questions that require a reader to analyse and interpret the text. The answers to inferential questions require context clues, but they are not stated directly in the text. Inferential questions often ask why something happened. They could also be yes/no questions that require some explanation.

To think about the difference between factual questions and inferential questions, look at the nursery rhyme 'Humpty Dumpty':

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the king's horses and all the king's men  
Couldn't put Humpty together again.

Factual questions about the rhyme would include:

- Where did Humpty Dumpty sit? (Answer: on a wall)
- Who 'couldn't put Humpty Dumpty together again'? (Answer: all the king's horses and all the king's men)

An inferential question might be:

- Why did the king's horses and the king's men try to put Humpty together again? (Example answer: Because he broke when he fell.)

## Practice

### Activity 1

Read the article and answer the comprehension questions on it.

## Mass Poultry Vaccination Planned by China<sup>1</sup>

China's Chief Veterinary Officer, Jia Youling, has announced that the country plans to take drastic steps to stop avian influenza, also known as 'bird flu', by trying to vaccinate its entire poultry stock of 14 billion birds. The move follows a number of reports of the virus spreading within China. Other Asian countries, including Vietnam, have recently killed birds to try to halt the disease's spread.

Millions of infected birds have been slaughtered in China. However, despite the spread of the virus, the World Health Organisation (WHO) has only today confirmed the first human cases in the country. The cases include at least one death, a 24-year-old female poultry worker in the eastern province of Anhui. The other confirmed case is a 9-year-old boy in the central province of Henan who has since recovered.

However, obtaining truly accurate numbers is a challenge in China because bird flu outbreaks tend to occur in rural communities that lack good hospital or laboratory services. Even if bird flu is suspected, blood samples have to be sent to one of only 200 specialised laboratories around the world. The cost of sending samples to these labs from rural areas can be high, and many doctors may not be aware of them. Moreover, there is little incentive for farmers to report outbreak, because any confirmed bird flu infection may result in the farmer's flock being destroyed.

Officials in Liaoning have reportedly finished vaccinating all 320 million birds in the northeastern province. David Nabarro, the United Nations coordinator for bird and human flu, says such vaccination programs are 'the right thing to do', arguing that slaughtering the animals is ineffective. According to Henk Bekedam, the World Health Organisation's representative in China, this time of year is favourable to the disease's spread because the virus can survive in cold temperatures.

Still, avian influenza continues to be a very rare disease in humans. So far, it only seems to be spread to people through direct contact with infected birds. Experts, however, are afraid that the virus will change into a strain that is easily spread between humans.

Elsewhere in Asia, the deadly H5N1 strain of the avian flu has infected at least 126 people and killed at least 64 since 2003. WHO spokeswoman Maria Cheng says there is no increased risk of an influenza pandemic since the virus does not appear to spread between humans.

### **Comprehension questions**

Answer the following questions and identify whether they are factual questions or inferential questions:

1. According to the article, where do bird flu outbreaks tend to occur?
2. Is it likely that the actual number of bird flu cases in China is higher or lower than the official statistics? Why?
3. How many birds have been vaccinated in Liaoning?

4. Why does the article mention the H5N1 strain of avian flu?
5. How many people has H5N1 killed?

## Activity 2

Read the following excerpt from an article and answer the questions below:

Levy Mwanawasa, the president of Zambia, died yesterday at age 59. He died in a hospital in Paris, France. His death was initially announced by an anonymous family member and was later confirmed on television by Vice President Rupiah Banda.

Mwanawasa suffered a stroke while in Egypt in June of this year for an African Union summit, whereafter he was flown to France. His condition suddenly deteriorated on Monday.

Mwanawasa suffered a mild stroke in 2006. On July 3, 2008, it was reported that Mwanawasa had died, but these reports later turned out to be false. He had been in the French hospital since early July. Rupiah Banda is now the current acting president of Zambia. A presidential by-election must be called within 90 days.

1. Which factual question cannot be answered based on the information given?
  - a. Who confirmed the president's death?
  - b. How old was the president when he died?
  - c. Which family member announced the president's death?
  - d. Where did Mwanawasa die?
2. Which inferential questions can be answered based on the context?
  - a. What was the general state of Mwanawasa's health in the years leading up to his death?
  - b. Is Rupiah Banda likely to become president of Zambia?
  - c. How did Mwanawasa's family feel about his death?
  - d. Why did Mwanawasa receive medical treatment in France instead of elsewhere?

<sup>1</sup>Mass poultry vaccination planned by China. (2005, November 16). Adapted from [https://en.wikinews.org/wiki/Mass\\_poultry\\_vaccination\\_planned\\_by\\_China](https://en.wikinews.org/wiki/Mass_poultry_vaccination_planned_by_China)

<b>Lesson Title:</b> Reading Comprehension – Article for Publication (news article)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L090	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the features of an article.
2. Read a text with fluency.
3. Summarise a text in your own words.
4. Infer meaning from a text.
5. Answer questions on a text.

### Overview

An **article** is meant for publication in a newspaper or magazine. It usually addresses an issue that is relevant to the reader or community. In other words, it deals with what we call ‘news’. To do so, it uses formal language and includes facts and evidence to support statements or an opinion. An article always includes a title so readers have some idea about what it is about.

### Practice

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

#### Fire in Central London Causes Traffic Chaos<sup>1</sup>

A fire on Aldwych, in central London, England, has led to serious traffic problems in the area since this morning. Many roads have been closed for some hours while firefighters attempt to extinguish the blaze. There are no reports of any casualties.

The blaze is at Marconi House, a ten-storey building currently being converted into flats and a luxury hotel, near the church of St Mary le Strand, King's College London and Somerset House. The alert was raised at about 11 a.m. BST. About 75 firefighters in 15 fire engines were sent to the scene, from depots including Homerton and Whitechapel in east London and Old Kent Road in southeast London. Ambulances, including hazardous response teams, and police officers are also in attendance.

Local roads, including Waterloo Bridge and parts of the Strand, have been closed to traffic, causing significant disruption to travellers. At least 10 bus routes are affected, and the London Underground train system is accepting bus tickets for travel within the affected area.

The cause of the fire is unknown at present, but it is located in the roof of the building. The smoke could be seen from large parts of central London, and was still coming from the roof some hours after it started.

As of 7:45 p.m. local time, traffic was still prevented from passing the building, although the pavement on the south side of Aldwych (furthest from Marconi House) had been reopened to pedestrians. The scene was still under the control of the London Fire Brigade (LFB), with police cars and ambulances still in attendance. Waterloo Bridge and the Strand were still closed to vehicles, with about 15 fire engines or LFB command vehicles parked close by and many hosepipes running across the road. Some smoke could still be seen coming from the roof of the building, but less than before. Some damage to the roof was also visible.

### Comprehension questions

1. According to the article, when was the fire first reported?
2. Why is the London Underground train system running but buses in the area are not?
3. If there are no reports of casualties, why are ambulances in attendance at the fire?
4. Which of the following is not an example of passive voice?
  - a. 'There are no reports of any casualties'.
  - b. 'The alert was raised at about 11 a.m. BST'.
  - c. 'The smoke could be seen from large parts of central London'.
  - d. 'Some damage to the roof was also visible'.
5. Why was the street in front of the fire still closed to vehicles at 7:45?
6. Had the fire lessened or become worse by the evening? How can you tell?
7. For each of the following words, find another word or phrase which means the same and which can replace it in the passage.
  - a. blaze
  - b. in attendance
  - c. significant
  - d. travellers
  - e. at present
8. 'While firefighters attempt to extinguish the blaze ...'
  - a. What is the grammatical name for this construction as used in this passage?
  - b. What is its function in the sentence?

<sup>1</sup>Fire in central London causes traffic chaos. (2011, June 14). Adapted from [https://en.wikinews.org/wiki/Fire\\_in\\_central\\_London\\_causes\\_traffic\\_chaos](https://en.wikinews.org/wiki/Fire_in_central_London_causes_traffic_chaos)

<b>Lesson Title:</b> Article for Publication in a School Magazine	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L091	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Use an outline to plan a text.
2. Write a text relevant to the topic with well-organised ideas.
3. Use appropriate and relevant vocabulary when writing on a topic.
4. Write a text with correct grammar and spelling.

### Overview

An **article** meant for publication in a magazine looks at the what, when, where and who of a particular event and gives details to inform readers about what has happened (or what will happen).

Here are the main features of an article for publication:

- Seeks to capture the reader's attention
- Takes the reader or audience into consideration and usually addresses an issue that is relevant to the reader or community
- Uses formal language when addressing an issue for a wider audience but can use less formal language if the audience is the school community
- Always includes a title and the author's name

### Practice

#### Activity 1

If you have not already finished, use the magazine article outline to organise your ideas for the topic 'Recent improvements to our school'.

Title
<p><b>Introductory Paragraph</b></p> <ul style="list-style-type: none"> <li>• Main idea of article (what happened)</li> <li>• When it happened/will happen</li> <li>• Where it happened/will happen</li> <li>• Who was/is involved/affected</li> </ul>
<p><b>Body of article</b></p> <ul style="list-style-type: none"> <li>• Detail 1</li> <li>• Detail 2</li> <li>• Detail 3</li> <li>• Detail 4</li> <li>• Detail 5</li> </ul>

**Closing paragraph**

- Outcome (or possible next steps)

Name

Designation

Address (for national and international publications).

**Activity 2**

Use your outline to write a magazine article of 150 to 250 words on the topic. Once you have finished writing, check that you have included the following in your article:

- A title that summarises the article
- A main idea at the beginning of the article
- Details about the actions that took place
- An indication of what might happen next
- Your name



<b>Lesson Title:</b> Article for Publication in a Newspaper	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L092	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Use an outline to plan a text.
2. Write a text relevant to the topic with well-organised ideas.
3. Use appropriate and relevant vocabulary when writing on a topic.
4. Write a text with correct grammar and spelling.

### Overview

A **newspaper article** for publication looks at the what, when, where and who of a past, current or upcoming event. It gives details to inform readers about what has happened (or what will happen). It does the following:

- Seeks to capture the reader's attention
- Takes the reader or audience into consideration and usually addresses an issue that is relevant to the reader or community
- Uses formal language when addressing an issue for a wider audience but can use less formal language if the audience is the school community
- Always includes a title and the author's name

### Practice

#### Activity 1

If you have not already finished, use the newspaper article outline to organise your ideas for the topic 'Events in my community'.

Title
<p><b>Introductory Paragraph</b></p> <ul style="list-style-type: none"> <li>• Main idea of article (what happened)</li> <li>• When it happened/will happen</li> <li>• Where it happened/will happen</li> <li>• Who was/is involved/affected</li> </ul>
<p><b>Body of article</b></p> <ul style="list-style-type: none"> <li>• Detail 1</li> <li>• Detail 2</li> <li>• Detail 3</li> <li>• Detail 4</li> <li>• Detail 5</li> </ul>

**Closing paragraph**

- Outcome (or possible next steps)

Name

Designation

Address (for national and international publications).

**Activity 2**

Use your outline to write a newspaper article of 150 to 250 words on the topic. When you have finished writing, check that you have included the following in your article:

- A title that summarises the article
- A location where the event occurred
- A main idea at the beginning of the article
- Details about the actions that took place
- An indication of what might happen next
- Your name

<b>Lesson Title:</b> Reading Skills Development: Giving Titles to Untitled Texts	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L093	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the characteristics of a good title.
2. Read a text and summarise in your own words.
3. Develop titles for untitled texts.

### Overview

A **title** is the name given to a book, poem, song or theatrical work. The purpose of a title is to:

- Capture the reader's interest
- Make the reader want to know more about the work
- Let the reader know what the text is about
- Give the reader an idea of what they will gain from reading the text

The following are some examples of good titles:

- 'The Mysterious Letter': This title lets you know there is something interesting about the letter that you will find out by reading the text.
- 'The Story of Me': This title lets you know that the writer is writing about his or her own life experience.

### Practice

#### Activity 1

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

The old woman heaves a sigh,  
While thinking of the years passed by.  
All the memories she did keep,  
Only now make her smile or weep.

Of her lively home, does she recall,  
And her children's sweet and lively voices echoing in the hall.  
The happy times spent in their home,  
Are the memories that are now only her own.

They bring comfort in many ways, but in others present a cold, hard fact—  
The fact is that these times will never come back.  
But she is at peace with this, because she holds them all dear,  
Her sweet treasured memories of yesteryear.

## Comprehension questions

1. How does the old woman feel about her past?
2. Do her children still live with her? How can you tell?
3. Does the woman think more about her past or her future in this poem?

## Activity 2

1. Read the following poem by Robert Frost:

Whose woods these are I think I know.  
His house is in the village, though;  
He will not see me stopping here  
To watch his woods fill up with snow.  
My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.  
The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

2. Identify the title you think is correct:
  - a. How Long I Have Travelled
  - b. Stopping by Woods on a Snowy Evening
  - c. Sounds in a Snowy Wood

## Activity 3

Read the following poems and give each an appropriate title.

1. Have you ever been lonely?  
I mean really alone?  
No friends to confide in?  
No family or home?  
Have you ever wanted to talk,  
But no one was there?  
Or wanted someone to hold you,  
Just to show that they care?  
  
If you've not felt these feelings,  
You don't know the pain.  
You can't understand

Why some fear the rain.

2. In the autumn when the leaves are dry,  
We walk in the woods—just you and I.  
We feel the leaves crunch underneath our feet,  
We find an old log and take a seat.

We talk about the things we want to do.  
We like being together—just me and you.  
We laugh about being an unlikely pair.  
And our laughter is seen in the crisp, cold air.

Yes, in the autumn when the leaves are dry,  
We walk in the woods—just you and I.

<b>Lesson Title:</b> Reading Comprehension – Poetry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L094	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Read a text with fluency.
2. Identify the features of a poem.
3. Infer meaning from a text.
4. Answer questions on a text.

### Overview

**Poems** are a type of creative writing. They often include the following features:

- Poems use mood to give the reader a particular feeling.
- Many poems use descriptive words that relate to the senses.
- Poems often use symbolism and figurative language: The writer may be talking about one thing to represent something different.

Examples:

- The sky can represent freedom.
- Water can represent renewal or rebirth.
- Light can represent hope.
- Like essay paragraphs, poems are broken up into groups of lines called stanzas.
  - Stanzas give the poem a particular rhythm.
- Many, but not all, poems rhyme.
- Many poems repeat sounds (through assonance and alliteration) to enhance the mood.
- Many poems words or lines to emphasise ideas.

Poetry is not meant to be read literally. When reading poetry, you need to use inference to understand what the poet is trying to say. In addition, pay close attention to the use of figurative language. Poems are filled with figures of speech and if you do not take note of them, the meaning of the poem will be difficult to comprehend.

### Practice

#### Activity 1

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

#### Consumed

Dark mornings know me best,  
Know the fear I suppress.

They consume my heart,  
Constrict it tight.

Fear of love, fear of hate,  
Fear of losing my own faith,  
Fear of the future, and what it holds,  
Fear of growing so cold.

The night monsters watch me sleep,  
Watch me writhe in painful peace.  
They call themselves insanity,  
Beckon me until I give in.

Afraid of not being good enough,  
Afraid of giving too much love,  
Afraid of letting you see me naked,  
Afraid that we won't make it.

My tears won't appear tonight.  
I'm all cried dry.  
Scarlet drops replace them now.  
I am dead inside and out.

Scared of letting myself go,  
Scared of letting the world know,  
Scared of what fear does to me,  
Consuming me and making me weak.

### **Comprehension questions**

1. What is the tone of the poem?
2. What are some of the writer's fears?
3. What personification is given to mornings in the first stanza?
4. What is the meaning of the word 'suppress' in the first stanza?
5. What idiom is used in stanza 5?
6. What are the 'night monsters'?
7. What does the writer of this poem want to tell readers?

### **Activity 2**

Read the following poem and answer the comprehension questions.

#### Daisies

When I see daisies,  
Memories I recall  
Of a game I learned when  
I was oh so small.

Plucking each petal one at a time.  
He loves me, he loves me not, he loves me,  
I sang every line.

Happy, carefree in the midday sun.  
I felt engulfed in a world of joyous love,  
Falling asleep when the day was done.

The world has changed,  
And so have I.  
As a teenager I have become  
Somewhat shy.

I wish I could wrap myself in a silk cocoon  
And escape this middle school drama  
Until early June.

Emerge a butterfly into the summer sun,  
I would fly to the daisies  
And have fun, fun, fun.

### **Comprehension questions**

1. Which of the following words do you feel best describes the message of this poem?
  - a. Change
  - b. Happiness
  - c. Summer
2. What does the writer want to avoid in this poem?
3. What change is taking place in the writer's life?
4. To what does the writer compare herself to in stanza 5?



<b>Lesson Title:</b> Reading Skills Development: Identifying Main Idea	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL3-L095	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Demonstrate understanding of how to identify the main idea of a text.
2. Identify the main idea in a given text.
3. Use main idea to help summarise a text.

### Overview

People write **formal letters** to resolve legal and business issues, make complaints, make requests, communicate with people of authority, or communicate with customers or businesses.

Formal letters contain the following features:

- Recipient's address
- Date
- Writer's address
- Heading or subject
- Greeting
- Introduction
- Body paragraphs
- Conclusion
- Subscript (Yours faithfully)
- Signature
- Name
- Position/Title

In a formal letter, the main idea is usually obvious. The heading gives the main idea of the letter. The opening paragraph introduces the main idea and support for the main idea can be found within the body paragraphs.

### Practice

Read the following formal letter and answer the comprehension questions on it.

Aminata Banya  
12570 Country Road  
Freetown, Sierra Leone.  
16<sup>th</sup> May 2017

Dr Mansaray  
St Mary's Hospital  
Western Region  
Freetown, Sierra Leone.

Dear Dr Mansaray,

#### REQUEST FOR REDUCTION IN SURGERY COSTS

I am writing to request help with medical treatment for my leg. A year ago, I broke two bones in my leg while playing football. Under the advice of a local physician, my leg was placed in a cast and I was put on bedrest for several months. However, since the cast has been removed I have been in great pain.

The problem is affecting me greatly. I am unable to walk without difficulty and returning to the football team seems like a distant dream. The only time I am not in pain is when I am asleep.

I have approached the doctor who initially treated me and informed him that the pain has been growing worse. He insists that my leg is fine and will improve over time. He has refused to provide additional treatment.

I have already inquired with your colleagues at St Mary's about treatment options. They informed me that, if surgery is necessary, it would cost over 75 million leones. I am unable to raise this amount. I am appealing to you and your colleagues to perform the surgery at a reduced cost. I can pay two million leones toward medical care immediately and would agree to pay an additional three million leones over the next three years.

I await your positive reply.

Yours faithfully,

Aminata Banya.

#### Comprehension questions

1. What is the purpose or main idea of the letter?
2. In what part of the letter can the purpose (main idea) be found?
3. What is the desired outcome of the letter?

4. What are some possible additional outcomes of sending this letter?
5. Summarise the letter in your own words.
6. Why does the writer address the letter to Dr Mansaray instead of the doctor who initially treated her?
7. How does the writer seek to gain sympathy with Dr Mansaray?
8. How do you feel about the writer? Why?
9. Where does Dr Mansaray work?
10. Is this letter primarily making a request, making a complaint or trying to resolve a legal issue?

<b>Lesson Title:</b> Formal Letter	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL3-L096	<b>Class:</b> SSS 3



### Learning Outcomes

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

1. Identify the features of a formal letter.
2. Identify different types of formal letters.
3. Use an outline to draft a formal letter.
4. Write a letter demonstrating correct usage of the features of a formal letter.
5. Use appropriate and relevant vocabulary when writing a letter.
6. Write a letter with correct grammar and spelling.

### Overview

People write **formal letters** to resolve legal and business issues, make complaints, make requests, communicate with people of authority or communicate with customers or businesses.

### Practice

#### Activity 1

Use the following outline to plan and develop your formal letter.

	Writer's address _____
	Date _____
Recipient's address.	
Salutation (Dear Sir/Madam),	
Subject comes here (UPPERCASE or <u>Underlined Title Case</u> )	
Introductory paragraph (I am writing to ...)	
Main idea 1, with supporting statements	
Main idea 2, with supporting statements	
Main idea 3, with supporting statements	
Closing paragraph	

<p>Yours faithfully,</p> <p>(Signature)</p> <p>Your name, Your position/appointment.</p>
--

### Activity 2

Identify the items below that do not belong in a formal letter or that are not one of the features of a formal letter.

- Body
- Slang
- Greeting
- Abbreviations
- Subject line
- Sender's name
- Recipient's name
- Contraction
- Closing
- Acronyms
- Sender's address
- Emojis

### Activity 3

Rewrite each of the following sentences to make them acceptable to be included in a formal letter. Check for spelling, punctuation and proper grammar.

1. We can't come to an agreement on what should be done so we won't do anything.
2. My dad and I think it's cool that you picked me to be on the team.
3. I'd like to have the job but I got to know what ours you want me to work so I don't get behind on my school work.

## Answer Key

<b>Lesson Title:</b> WASSCE Guidelines and Tips
<b>Practice Activity:</b> PHL3-L049

### Paper 1

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

### Paper 2

#### Section A

Content – 10 marks

You are to write a formal letter to the principal to apologise. You are to give at least three reasons why you should be let back into school. Your essay must be about 450 words long.

Organisation – 10 marks

You are to write an informal letter with the following features:

1. Your address and date
2. The principal's address
3. Salutation
4. An introductory paragraph apologising
5. 3 or 4 paragraphs explaining your reasons (1 paragraph for each)
6. A concluding paragraph
7. The subscript/signing off – 'Yours faithfully'
8. Your first and last name and signature

Expression – 20 marks

You must express yourself clearly using appropriate vocabulary. Your aim is to sound convincing so that the principal will grant your request to return to school.

Mechanical Accuracy / Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you lose half a mark.

#### Section B

1. The tone is satirical. The writer uses hyperbole like 'must have been a saint' to describe every dead person in the country. (2 marks)
2. a. newspapers (1 mark)  
b. die (1 mark)
3. It is a phrasal verb. (1 mark)

#### Section C

1. Obituaries generate income for newspapers. (5 marks)
2. The country's obituaries make every dead person seem like a wonderful person. (5 marks)

<b>Lesson Title:</b> Rhyme
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<b>Practice Activity:</b> PHL3-L050
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**Activity 1**

1. Fourteen lines are in the poem.
2. The rhymes in the first 4 lines are cattle, rattle / guns, orisons
3. b.
4. No, the ABAB pattern does not continue throughout.
5. c.
6. Yes, 'choirs and shires' is assonant.

**Activity 2**

Example answers:

1. battle, tattle
2. runs, stuns
3. tells, cells
4. fires, hires
5. fall, tall
6. prize, lies
7. finds, reminds

<b>Lesson Title:</b> Intonation – Rising Pattern and Falling Pattern
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<b>Practice Activity:</b> PHL3-L051
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**Activity 1**

1. a. falling b. rising    2. a. falling b. rising    3. a. falling b. rising    4. a. rising b. falling
5. a. rising b. falling    6. a. falling b. rising    7. a. falling b. rising    8. a. rising b. falling

**Activity 2**

1. rising – introductory words    2. falling – rhetorical question    3. rising – list
4. rising – choice    5. falling – 'what' question

<b>Lesson Title:</b> Comprehending a Listening Passage – Dialogue
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<b>Practice Activity:</b> PHL3-L052
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1. It is an American fast food restaurant. You can infer this because Dauda has just asked the man whether there are American restaurants nearby.
2. The conversation is taking place in Britain. You can infer this because the local citizen says 'British' and then says, 'our food'.
3. Questions with rising intonation:
  - Excuse me, sir?
  - Yes?
  - Can you tell me if there are any restaurants in this area?
  - West African?
  - How about Italian or Lebanese?
  - Are there any American places here?
  - What about either of those?
4. He cannot go because it is closed for lunch.

5. 'Hmmm' is an interjection.
6. You could replace it with 'restaurants'.
7. '... you'll find a McDonald's at the end of the road, if you just want fast food'.

<b>Lesson Title:</b> Vocabulary Development: Human Internal Body System and Function
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<b>Practice Activity:</b> PHL3-L053
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1. A long period of sobriety can reverse alcohol's destruction.
2. The heart, stomach, brain and liver are all affected.
3. Most chronic drinkers suffer from permanent low blood sugar.
4. Blackouts occur as a result of diminished oxygen to certain areas of the brain.
5. The liver is the regenerative organ
6.
  - a. This is an adverbial clause.
  - b. It modifies 'gets thick and sluggish'.
7. Example synonyms:
  - a. difficulties; problems
  - b. to correct; to overturn
  - c. to take in; to drink
  - d. enormous; substantial
  - e. in the end; eventually

<b>Lesson Title:</b> Vocabulary Development: Human Internal Body System and Function
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<b>Practice Activity:</b> PHL3-L054
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#### **Activity 1**

1. c.   2. c.   3. d.

#### **Activity 2**

1. The author means that cigarettes harm the body.
2. Smokers should be concerned because wrinkles are a visible sign of something wrong with the body, namely, decreased blood flow.

#### **Activity 3**

Example synonyms:

1. to reduce; to lower
2. major
3. worried about
4. to ignore
5. prone; vulnerable

#### **Activity 4**

Example summary:

Smoking is a bad habit with several negative consequences for one's health. It makes the brain and organs act strangely. It causes both respiratory and circulatory problems. Finally, it leads to several very serious diseases that affect organs such as the heart and kidneys.



<b>Lesson Title:</b> Modal Verbs (will, would, may, might, can, could)
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<b>Practice Activity:</b> PHL3-L055
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**Activity 1**

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

**Activity 2**

1. should 2. could, must 3. must not, can 4. can 5. must 6. could, can 7. should, could 8. can, must, can 9. can, can

**Activity 3**

1. mustn't/must not 2. must, may 3. can 4. can, can't/cannot 5. might 6. must 7. may 8. can, can't/cannot 9. must

<b>Lesson Title:</b> Modal Verbs (shall, should, ought, must)
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<b>Practice Activity:</b> PHL3-L056
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**Activity 1**

1. ought to 2. must 3. ought to 4. Shall 5. ought to 6. must 7. should 8. must 9. Shall 10. must

**Activity 2**

1. could 2. must 3. could 4. must 5. should 6. Can 7. must 8. must 9. can 10. must

**Activity 3**

Example sentences:

Must – My mother and father said that if I want to go to the birthday celebration on Saturday, I must finish my homework first.

Should – To make the world a better place, I believe people should be kinder to one another.

Shall – When we visit Bo next month, shall we do some shopping?

Ought to – If you like swimming, you ought to try out for the swim team next year.

<b>Lesson Title:</b> Comprehending a Listening Passage – Idioms
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<b>Practice Activity:</b> PHL3-L057
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1. c. 2. a. 3. b. 4. c. 5. a.

<b>Lesson Title:</b> Triphthongs
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<b>Practice Activity:</b> PHL3-L058
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**Activity 1**

1. paranoia 2. employer 3. shower 4. tired 5. sour

**Activity 2**

1. triphthong 2. diphthong 3. diphthong 4. diphthong 5. triphthong 6. diphthong 7. triphthong 8. diphthong

**Activity 3**

1. lawyer 2. fire 3. coward 4. soya 5. buyer

<b>Lesson Title:</b> Vocabulary Development: Advertising
<b>Practice Activity:</b> PHL3-L059

1. The advertising, promotions and marketing managers work with the leaders of different parts of a company.
2. They get customers interested in the company's products and services.
3. The advertising, promotions and marketing managers analyse the industry trends.
4. Advertising, promotional and marketing campaigns are important in a company.
5. The marketing managers are less likely to lose their jobs in a company.
6.
  - a. An idiom is used in this expression.
  - b. It means to come to understand something better.
7.
  - a. It is an adjectival clause (relative clause).
  - b. It qualifies 'studies'.
8. Example synonyms:
  - a. to establish; to find out
  - b. bigger; well established
  - c. recognise; discover
  - d. examine; study
  - e. significant; essential

<b>Lesson Title:</b> Vocabulary Development: Advertising
<b>Practice Activity:</b> PHL3-L060

### Activity 1

- a. public relations specialist
- b. clients
- c. advertising
- d. media
- e. communications
- f. information
- g. communicate effectively
- h. reputation
- i. open and friendly
- j. several events
- k. handling difficult situations
- l. an advertiser
- m. skim and retain
- n. journalism

### Activity 2

Example letter:

20B Sunyani Street  
Makeni, Sierra Leone.  
15<sup>th</sup> May 2017

Sesay Media Solutions  
5 Campbell Street  
Freetown, Sierra Leone.

Dear Sir or Madam,

Re: Job Vacancy – Public Relations Specialist

I am writing to express my interest in the public relations specialist position. I have three years of experience working in public relations and have been continuously employed since graduating with a journalism degree in 2014.

In my last position, I gained all the skills necessary to excel in this role. I am able to write clearly and concisely and have excellent organisational skills. Clients will tell you that my press releases are well-written and that I deliver them ahead of schedule.

I have included my CV, letters of reference from my current employers and a portfolio of my work. I look forward to hearing from you.

Yours faithfully,

Kumba Conteh  
Journalism Graduate.

**Lesson Title:** Adjectival Phrases

**Practice Activity:** PHL3-L061

**Activity 1**

1. on the boat
2. during class
3. in the sink
4. in the red dress
5. under the chair
6. over the table
7. across the street
8. on that shelf
9. on top of the hill
10. without a good cover

**Activity 2**

1. made of gold – describes the crown
2. with white skin – describes the elephant
3. built of stone – describes the house
4. full of bravery – describes the act
5. full of horror – describes the night
6. running through Bo – describes the railway
7. without sleep – describes the nights
8. studying in that corner – describes the students

**Activity 3**

1. to be concerned about – describes the pupils
2. beside the tall building – describes the house

3. working on the project – describes the girls
4. at the entrance of the church – describes the man
5. crying for food – describes the boy

<b>Lesson Title:</b> Adverbial Phrases
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<b>Practice Activity:</b> PHL3-L062
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### Activity 1

1. almost as much as you do
2. all day
3. better than my brother
4. on Mondays
5. on the sidewalk
6. in the morning
7. around the playground
8. after school
9. under the water
10. in his ear
11. under the bridge
12. with a loud noise
13. for a while
14. into her room

### Activity 2

1. with an angry expression – modifies 'stared'
2. in Africa and India – modifies 'found'
3. Six years later – modifies 'did'
4. on Friday – modifies 'will meet'
5. next to the window – modifies 'placed'
6. every week – modifies 'buys'
7. with a hammer – modifies 'hit'
8. to show her mother – modifies 'bought'
9. Before the game – modifies 'drank'
10. every month – modifies 'buys'
11. on top of the hill – modifies 'built'
12. because of your behaviour – modifies 'cried'
13. very hard – modifies 'studied'
14. with great skill – modifies 'performed'
15. with all his might – modifies 'fought'
16. at the top of his voice – modifies 'shouted'
17. at any cost – modifies 'done'

<b>Lesson Title:</b> Comprehending a Listening Passage – Debate
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<b>Practice Activity:</b> PHL3-L063
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1. The writer likely disagrees with the Japanese education system. The author uses a Japanese saying and states that it has a bad message.
2. 'School dress code' means the policies for what pupils wear. We know this because the

- writer is discussing rules about uniforms.
3. This is an example of a rhetorical question.
  4. d.
  5. a.

<b>Lesson Title:</b> Debate
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<b>Practice Activity:</b> PHL3-L064
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1. A rebuttal is a response to an argument. In this speech the speaker rebuts the argument against school uniforms.
2. The speaker is in favour of school uniforms.
3. The speaker gives the examples of inns, restaurants and big stores as well as business people.
4. 'Do not' should be stressed because it refutes an argument stating that uniforms **do** take away individuality.
5. 'Something' should be stressed because it refutes an argument stating **uniforms** should not be worn.

<b>Lesson Title:</b> Debate
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<b>Practice Activity:</b> PHL3-L065
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### Activity 1

Example outline:

Position: Life in the village is better than life in the city

#### Introduction

Thesis statement: I think life in the village is far superior to life in the city.

**Body** – at least 3 paragraphs

- Reason #1: First, villages are the heart of culture.
  - Fact and/or example: Our traditional dances and songs come from small villages, not big cities.
  - Fact and/or example: In villages, you are closer to traditional culture and can maintain a stronger identity.
- Reason #2: Second, villages are free of pollution.
  - Fact and/or example: Cities are full of cars that create smoke, making respiratory illnesses more likely.
  - Fact and/or example: In villages, however, there is fresh and clean air to breathe.
- Reason #3: Finally, villages have lower crime rates.
  - Fact and/or example: Cities are well known for armed robbery.
  - Fact and/or example: Even if this happened in the village, the community is small enough that the thieves would be quickly identified and punished.

## Counter-Argument

- Possible opposition argument #1: My opponent may say that cities have more jobs.
  - Reason that opposition is wrong: This is only true because cities have more people.
  - Fact and/or example: People in the village create work in agriculture and small businesses.
- Possible opposition argument #2: My opponent may also contend that it is easier to move around in cities.
  - Reason that opposition is wrong: But taxis and buses cost money to use.
  - Fact and/or example: People in villages do not need to spend money on transportation because their necessities are nearby.

## Closing Statement

Summary of reasons from body paragraphs:

- Traditional culture thrives in villages.
- Villages are unpolluted.
- You do not have to worry about crime in villages.

Restatement of thesis: I think everyone should want to live in the village.

<b>Lesson Title:</b> Alliteration and Assonance
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<b>Practice Activity:</b> PHL3-L066
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### Activity 1

Stem, end, end, every, fleck, russet

### Activity 2

1. Two examples of alliteration are 'silken sad' and 'filled me with fantastic terrors never felt before'.
2. The short 'u' in 'uncertain', 'purple' and 'curtain' is the sound that repeats.
3. The words 'this', 'it', 'is' and 'nothing' repeat the same sound.
4. It is an example of both alliteration and assonance.
5. The word 'Tis' makes the same sound.

<b>Lesson Title:</b> Narrative Essay
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<b>Practice Activity:</b> PHL3-L067
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### Activity 1

Example outline:

Topic (What are you writing about?): I never should have jumped in the river

### Introduction

- Short background (history or details): Near my childhood village, there was a river that was too wide and strong to swim across.
- People (Who is your narrative about?): Me, my friend Babah and a young girl named Binta whom I loved

- Setting (Where and when does it take place?): The river near my village when I was in junior secondary school
- Attention-getter: The river could swallow a person whole if it was angry.

### Beginning of Event

- What was the conflict?
  - Babah dared me to swim across the river.
  - When I refused, he said Binta would never love me if I did not.
- What did you do? I accepted the challenge.
- What challenges or surprises happened?
  - The river was much stronger than I thought.
  - It began pushing me downstream.

### Rising Action

- What did you do? Instead of turning around, I kept swimming.
- What challenges or surprises happened? When I looked around, Babah and Binta were gone.

### Climax

- How did the problem come to a head? I finally called for help, but no one could hear or see me.
- How did you address the problem? I turned around and arrived back at shore, several kilometres from where I had begun!

### Resolution

- What was the result? I walked back to the village and told Babah I had swum across and back again.
- What did you learn? How did the experience affect you? I learned that sometimes it is better not to do something and say that I did.

### Activity 2

Example introductory paragraph:

When I was 13, I was young and foolish and thought I was invincible. I was in love with a girl named Binta. She liked me too, I thought. We used to walk together with our friend Babah on the way home from school; the river was our constant companion. The river could swallow a person whole if it was angry, but most days it seemed to flow peacefully enough for us to dip our toes in.

<b>Lesson Title:</b> Narrative Essay
<b>Practice Activity:</b> PHL3-L068

Example outline:

Topic (What are you writing about?): My proudest moment

## Introduction

- Short background (history or details): Every year at our school there is a spelling competition. The winner of the competition gets to travel to Freetown to compete in the national spelling bee.
- People (Who is your narrative about?): Me, my teacher
- Setting (Where and when does it take place?): My school
- Attention-getter: The competition was fierce; there was prize money to win and everybody wanted to get their hands on it.

## Beginning of Event

- What was the conflict? Juliette transferred to our school from Kenya. She could spell better than anyone in the class.
- What did you do? I dedicated myself to reading as much as I possibly could to learn new words so that I could defeat her in the spelling competition.
- What challenges or surprises happened? There was a terrible storm and I had no electricity at night for the entire week leading up to the competition.

## Rising Action

- What did you do? Instead of giving up, I went and bought candles so that I could read at night in the dark.
- What challenges or surprises happened? My mother was so proud of me for working hard that she bought me a dictionary to help me prepare.

## Climax

- How did the problem come to a head? It was the day of the competition and there were only two competitors remaining: Juliette and me. The judges asked us to spell so many words. We were neck and neck until Juliette finally misspelled a word and I had my chance to defeat her.
- How did you address the problem? I closed my eyes and thought of my dictionary. I imagined finding the word in its pages.

## Resolution

- What was the result? I spelled the word correctly and won the competition. I won the prize at school level and then got to go to Freetown for the national spelling bee.
- What did you learn? How did the experience affect you? I learned that hard work pays off.



<b>Lesson Title:</b> Coordinating Conjunctions
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<b>Practice Activity:</b> PHL3-L069
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1. but 2. or 3. so 4. and 5. yet 6. for 7. nor 8. so 9. and 10. yet 11. and  
12. so 13. or 14. or 15. but 16. and 17. but 18. nor 19. and 20. yet 21. but  
22. for 23. so 24. so 25. for

<b>Lesson Title:</b> Subordinating Conjunctions
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<b>Practice Activity:</b> PHL3-L070
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**Activity 1**

1. because 2. as long as 3. unless 4. so that 5. Although 6. even if 7. until  
8. while 9. even if 10. Although 11. until 12. as long as 13. While 14. Because  
15. so that 16. unless 17. because 18. although 19. until 20. while

**Activity 2**

1. a. 2. b. 3. c. 4. b. 5. a. 6. b. 7. c. 8. b. 9. a. 10. b. 11. c. 12. a. 13. b.  
14. a. 15. b. 16. a. 17. a. 18. b. 19. a. 20. c.

<b>Lesson Title:</b> Correlative Conjunctions
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<b>Practice Activity:</b> PHL3-L071
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**Activity 1**

1. both ... and 2. either ... or 3. neither ... nor 4. hardly ... when 5. If ... then 6. No  
sooner ... than 7. not only ... but also 8. rather ... than 9. Scarcely ... when  
10. whether ... or

**Activity 2**

1. Neither 2. Not only 3. either 4. both 5. nor 6. either 7. neither 8. whether  
9. and 10. also

**Activity 3**

Example answers:

1. either ... or 2. Either ... or 3. both ... and 4. neither ... nor 5. not only ... but also  
6. neither ... nor 7. whether ... or 8. neither ... nor 9. Both ... and 10. as ... as  
11. so ... that 12. so ... that

<b>Lesson Title:</b> Grammar Skills Development: Identifying Grammatical Name and Function
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<b>Practice Activity:</b> PHL3-L072
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1. The problems Musa faced were that he was an orphan, and he was cheated by his brothers and uncles.
2. Musa's relatives were only interested in sharing the assets.
3. Musa's classmate first helped him.
4. He cut short his daily schedule because he had to attend evening classes organised by some secondary school teachers.
5. a. The figure of speech is a metaphor.  
b. It means they only survived on the little they got.
6. a. It is an adverbial clause.

- b. Its function is to modify 'concluded'.
- 7. Example synonyms:
  - a. highly praised; much admired
  - b. responsibilities; burdens
  - c. stuck; clutched
  - d. funded; paid for
  - e. meetings; seminars

<b>Lesson Title:</b> Persuasive Essay
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<b>Practice Activity:</b> PHL3-L073
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### Activity 1

Example outline:

#### Introduction

- Topic: Should Sierra Leoneans attend university after secondary school?
- Audience: Pupils thinking about what to do after graduation
- Description of the issue: Very few young people continue on to university.
- Topic sentence (writer's opinion): I believe Sierra Leoneans should get a university degree.

#### Argument #1

- Topic sentence: A college education lets people specialise in a particular occupation.
  - Supporting evidence: Secondary school graduates have general skills, but universities let students major in areas like business and education, so they can learn exactly what they need to know for specific jobs.

#### Argument #2

- Topic sentence: Education is a worthy endeavour in its own right.
  - Supporting evidence: During our time on Earth, we can learn about many new and interesting things. A college education helps us to better understand the world around us.

#### Argument #3

- Topic sentence: A university education is an advantage when looking for jobs.
  - Supporting evidence: Relatively few Sierra Leoneans have a university education, so a degree is rare and desired by employers. People with university educations are able to find better jobs and earn more money to take care of their families. They are less likely to be in poverty.

#### Conclusion

- Restate writer's opinion/argument: A university degree in Sierra Leone is very valuable.
- Summary of the evidence/supporting information in favour of the argument: It lets people earn more money, learn more and go into specialised jobs.
- Give recommendations: Every secondary school graduate should strongly consider enrolling in a university program.

## Activity 2

Most Sierra Leoneans, even those with secondary school diplomas, do not attend university. Why? For some, it is too expensive; for others, a university degree seems unattainable. But those who can get over the barriers will never regret getting a university degree.

<b>Lesson Title:</b> Persuasive Essay
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<b>Practice Activity:</b> PHL3-L074
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## Activity 2

Example outline:

### Introduction

- Topic: Are national sports festivals important?
- Audience: Government officials
- Description of the issue: National sports festivals are annual or semiannual competitions that some countries use to discover talented athletes or promote cultural unity.
- Topic sentence (writer's opinion): I believe national sports festivals are important and useful events.

### Argument #1

- Topic sentence: Small countries need national sports festivals to prepare athletes for the Olympics.
  - Supporting evidence: Sierra Leone has never won an Olympic medal, although we have many talented athletes. Performers at a national festival would gain competitive experience and get access to training so that they could win a medal.

### Argument #2

- Topic sentence: Festivals bring people together for a positive purpose.
  - Supporting evidence: Our country has a history of violence and war. A sports festival would help to establish a feeling of unity and prevent future wars.

### Argument #3

- Topic sentence: National sports festivals increase regional pride.
  - Supporting evidence: Big cities and towns get much of the attention. But great athletes may come from rural regions. People from these regions will feel pride at watching their athletes perform well.

### Conclusion

- Restate writer's opinion/argument: National sports festivals are important events for small countries like ours.
- Summary of the evidence/supporting information in favour of the argument: They bring people together and improve morale while helping the country compete internationally.
- Give recommendations: Sierra Leone should hold regular national sports festivals for athletes of all ages.

<b>Lesson Title:</b> Figurative Language – Irony
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<b>Practice Activity:</b> PHL3-L075
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1. Situational irony – Mary spent all her time studying and was very prepared but then fell asleep during the examination and failed it because she was too tired from all her studying.
2. Verbal irony (sarcasm) – The mother said that Ajayi told a wonderful story when she was disgusted that he had belch his words.
3. Dramatic irony – Joshua thought that taking care of his goldfish was easy, but he was careless and killed it by feeding it rat poison rather than food.
4. Verbal irony (sarcasm) – Kamara said, ‘It’s always a pleasure seeing you’, when he meant the opposite.
5. Situational irony – The settlers used tooth powder to clean their teeth, but the tooth powder actually removed the enamel from their teeth and caused tooth decay instead.

<b>Lesson Title:</b> Figurative Language – Irony
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<b>Practice Activity:</b> PHL3-L076
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### Activity 1

Example answers:

1. Two very nicely dressed women on their way to church were walking very slowly and carefully to avoid dirtying their shoes in any mud puddles **when a car drove by and splashed mud, covering them entirely.**
2. Yenor was thirsty and stopped at a shop to grab something to drink. She saw the drink was priced at three times the normal amount. She said to the cashier, **‘What a bargain!’**
3. A group of friends stay out late and sneak back into their dormitory to avoid getting caught, but the audience knows that **their teacher is waiting for them there.**

### Activity 2

Example story – situational irony:

My entire life I have bought things second-hand. My clothes, my bicycle and even my mobile phone have all had previous owners. They all work perfectly fine, but I always longed to have something brand new. When it was time to buy a computer, I saved and saved, determined that it be new rather than second-hand. I finally bought that new computer, glad I could call something my own. Within a month, the computer had frozen and I could not even use it to type on. I took it to be repaired but it never worked as it was supposed to. I sold it and bought a much cheaper used one, which I have owned for two years now with no problems!

<b>Lesson Title:</b> Reading Comprehension – Academic Text (science)
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<b>Practice Activity:</b> PHL3-L077
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### Activity 1

1. Modern diet and lifestyle, antibiotics and stress can cause the microbiome in a body to change.
2. Bacteria, fungi and viruses known together as microbes make up the human microbiome.
3. They protect against pathogens and microbes that cause disease and help the immune system.
4. The bacteria that exist on a human body can be both beneficial and harmful.

## Activity 2

1. Pathogenic: Causing infection or disease  
Example sentence: Pathogenic bacteria can get in the water supply and make people sick.
2. Immune system: A network of cells, tissues and organs that work together to protect the body  
Example sentence: People with HIV have a weakened immune system.
3. Evident: Plain or obvious  
Example sentence: He did not know how to do the Maths equation so it was very evident that he had not done the homework.
4. Genetics: How the characteristics of living things are transmitted from one generation to the next  
Example sentence: Eye colour is an example of a human feature determined by our genetics.
5. Antibiotics: Medicine that destroys microorganisms  
Example sentence: Often, when we are sick, a doctor prescribes antibiotics to kill the bacteria we are fighting.
6. Diversity: Variety; a range of different things  
Example: The national park has a diversity of wildlife.

<b>Lesson Title:</b> Reading Comprehension – Academic Text (history)
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<b>Practice Activity:</b> PHL3-L078
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1. Africans in the 16<sup>th</sup> century arrived in America with European explorers.
2. Possibly, the slaves feared death or an unknown future.
3. Their freedom was taken away, and slave owners were violent toward them.
4. They joined in community activities, such as going to church.
5. The creation of the plantation created a larger demand for slaves.
6. African Creoles did not come from Africa but instead from Europe.
7. a. This is a noun phrase.  
b. It serves as the subject to the verb 'changed'.

<b>Lesson Title:</b> Apostrophe – Contractions
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<b>Practice Activity:</b> PHL3-L079
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## Activity 1

1. we'll/he'll/she'll/I'll/they'll
2. He'll/She'll/They'll/I'll/We'll
3. can't/shouldn't/won't/wouldn't/couldn't
4. isn't
5. I've/They've/We've/She's/He's

## Activity 2

make; know; came; me

## Activity 3

Example sentences:

1. Memuna hadn't seen her grandma in a very long time. (had not)
2. We're going to play basketball this weekend. (we are)

3. Dad said we've plenty of time to get the work done. (we have)
4. Who'll come with me to find my coat? (who will)
5. What've you been doing since I saw you last? (what have)
6. You aren't going to tell her you are sorry? (are not)
7. Michael isn't ready to read aloud in front of the class. (is not)
8. My brother didn't get to go on the fishing trip. (did not)
9. Sarway said he'll meet us at the park this afternoon. (he will)
10. Be careful moving those; they're very fragile. (they are)
11. Where'd you find the missing puzzle piece? (where did)
12. I think I've watched too many scary movies. (I have)
13. Your dog shouldn't have dug the hole in our garden. (should not)
14. I finally realised that's the only possible answer to the problem. (that is)
15. The experiment she's doing will show a chemical change taking place. (she is)
16. I still haven't memorised all the equations. (have not)
17. Unama knows you're the one who copied her homework. (you are)
18. She is sure you'll be happy with the gift I chose for you. (you will)

<b>Lesson Title:</b> Apostrophes with Contractions and Plurals
<b>Practice Activity:</b> PHL3-L080

### Activity 1

1. cake's 2. dog's 3. car's 4. clock's 5. hat's 6. river's 7. lady's 8. bears'
9. Esther's 10. knives' 11. boys' 12. tree's

### Activity 2

1. can't 2. they're 3. shouldn't 4. we've 5. he'd 6. isn't 7. aren't 8. who'll 9. don't
10. she's 11. would've 12. doesn't

### Activity 3

Ousman and Obrahim went to Obrahim's house to play basketball. When they got there, they found Obrahim's mom getting ready to leave.

'I'm going to Titi's soccer game', she said. 'It should be an exciting game. Her team's goalie is sick, so Titi is going to be the goalie'.

'We'll go with you', Obrahim said.

'That will be fine', said Obrahim's mom.

'My mom will be there, too', Ousman told her. 'Titi and my sister are on the same team'.

When they got to the game, they saw the players' coaches giving them a last-minute talk. A minute or two later, the game started. Both Obrahim's and Ousman's sisters were starting players.

Titi's skills as a goalie and her team's ability to work together allowed them to win the game 6-2.

### Activity 4

Example sentences:

1. Life's a game that is hard to play.
2. The book's introduction was long.

3. Mr Kallay's class is my favourite.
4. Lily's mother is a nice woman.
5. The zoo's animals were well fed.
6. The sailors' ship left yesterday.
7. The college's admissions procedures are strict.
8. The doctors' advice was to avoid sugary foods.

<b>Lesson Title:</b> Reading Skills Development: Identifying Topic Sentences
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<b>Practice Activity:</b> PHL3-L081
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### Activity 1

1. The narrator did not think he would be a very effective or nice teacher.
2. Mr Ngobeh was able to teach about mathematics in a fun way.
3.
  - a. It is an adverbial clause of time.
  - b. It modifies the verb 'laughed'.
4. No, the pupils did not expect him to return.
5. The narrator was in Mr Ngobeh's class 50 years ago.

### Activity 2

Example answers:

1. My classmates and I were sceptical of our new Mathematics teacher when he first came to our school.
2. But he quickly showed us he knew a lot about mathematics.
3. We really enjoyed his lessons.
4. We became worried when we discovered he was in hospital.
5. I still think of Mr Ngobeh to this day.

<b>Lesson Title:</b> Reading Skills Development: Identifying Main Idea
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<b>Practice Activity:</b> PHL3-L082
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### Activity 1

1. Yes, supernovas happen within our galaxy.
2.
  - a. This is an adjectival clause.
  - b. It modifies the noun phrase 'X-rays and gamma rays'.
3. Some of the elements on Earth have come from exploded supernovas.
4. A 'white dwarf' is a type of star.
5. Astronomers study space and the objects in it, such as stars.

### Activity 2

1. a.    2. c.    3. a.

<b>Lesson Title:</b> Figurative Language – Hyperbole
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<b>Practice Activity:</b> PHL3-L083
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### Activity 1

Example answers:

1. 'A waterfall ran down from her hair and clothes; it gushed into the toes of her shoes and poured out again at the heels, flooding the room'.

2. 'Now they knew that she was a real princess because she had felt the tiniest pea right through the towering mountain of mattresses ...'

### Activity 2

1. Yes: 'If I eat all the spinach on my plate', he said, 'I will become stronger than 100 oxen'.
2. No.
3. No.
4. Yes: 'If only he had gotten a signed football from the World Cup, he would be a billionaire with mansions on every continent!'

<b>Lesson Title:</b> Figurative Language – Hyperbole
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<b>Practice Activity:</b> PHL3-L084
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Example story with steps:

- Incident: I went to the market to buy shoes.
- Three facts or feelings:
  - I found some cheap shoes that were ugly.
  - I found some other shoes that were too tight.
  - I found comfortable shoes.
- Hyperboles:
  - I found some cheap shoes that were so ugly I vomited.
  - I found some I liked, but when I tried them on, they were so tight my toes bled.
  - I found shoes so comfortable they must have come from heaven.
- Conditional tense hyperboles:
  - If they had been any uglier, I would have gone blind.
  - If they had been any tighter, I would have lost my toes.
  - If they had been any softer, I would have used them as pillows.
- Final story:

I went to the market to buy shoes. I found some cheap ones that were so ugly I vomited. If they had been any uglier, I would have gone blind. Then, I found some I liked, but when I tried them on, they were so tight my toes bled. If they had been any tighter, I would have lost my toes. Finally, I found shoes so comfortable they must have come from heaven. If they had been any softer, I would have used them as pillows.

<b>Lesson Title:</b> Present Perfect Continuous Tense
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<b>Practice Activity:</b> PHL3-L085
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### Activity 1

1. living/beginning of the summer
2. revising/3 hours
3. arguing/this morning
4. falling/yesterday
5. teaching/2005
6. working/3 months
7. asking/every day (for the last week)
8. flickering/10 minutes



## Activity 2

Example answers:

1. It has been raining all day, making everything wet.
2. You have been looking for something to wear for hours!
3. The dog has been barking since sunrise, which annoys the neighbours.
4. The football team has been practising hard all week because they want to win the game tonight.
5. He has been walking to the party since 8:00 p.m.

## Activity 3

Sentences 2 and 7 use present perfect continuous tense.

<b>Lesson Title:</b> Present Perfect Continuous Tense
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<b>Practice Activity:</b> PHL3-L086
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## Activity 1

Example answers:

1. Lamin has not been studying very much since the semester started.
2. Jusu has been trying to ask Asuma to be his girlfriend.
3. Sampa's mother has not been expecting Sampa to finish her chores.
4. Iye has not been arriving late to school.

## Activity 2

Example answers:

1. I have been living in my house for three years.
2. I have been preparing for my future by studying hard.
3. I have been wishing or hoping for good scores at WASSCE.
4. I have been dealing with the consequences of not submitting my homework.

## Activity 3

Example answers:

1. How have you been training for the upcoming competition?
2. Have you been sleeping poorly since the baby was born?
3. How have you been enjoying our school?

<b>Lesson Title:</b> Past Perfect Continuous Tense
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<b>Practice Activity:</b> PHL3-L087
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## Activity 1

1. had been waiting
2. had been trying
3. had been helping
4. had been planning
5. had been searching

## Activity 2

1. Seray had been waiting for over six years before she finally got a dress of her own.
2. They had been searching for just the right car when we met them three years ago.
3. The crowd had been waiting since early morning when the queen stepped out on the balcony.

4. Jeneba and her boyfriend had been arguing for days before they finally broke up.
5. The country had been struggling to get back on its feet since the earthquake.

### Activity 3

Example answers:

1. I had been asking my parents to buy me a toy all year when I finally received one on Christmas.
2. I had been wanting to see the ocean since I was a child and I finally did.
3. I had been trying to solve the Maths equation all week.

<b>Lesson Title:</b> Past Perfect Continuous Tense
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<b>Practice Activity:</b> PHL3-L088
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### Activity 1

Example answers:

1. His parents had not been helping him with his homework.
2. The hammer he had been using began to break.
3. The plants we had been studying are now dead.
4. Ramatu had been spending time with her friends before the examination.
5. The university had been planning on expanding since the 1960s.

### Activity 2

1. William had not been trying to learn to play the saxophone for a year.
2. She had not been practising for days before she gave up on knitting.
3. Our teacher had not been working at the school for more than 40 years when she retired.
4. The neighbourhood had not been maintaining the children's park since 2002.
5. Yabu and Yamba had not been friends since they became neighbours four years ago.
6. Our team had not been on a winning streak for three years before I joined.
7. Had you not been waiting to see the results of the election since yesterday?
8. Why had you not been telling them about the dangerous roads last week?

<b>Lesson Title:</b> Reading Skills Development: Factual and Inferential Questions
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<b>Practice Activity:</b> PHL3-L089
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### Activity 1

1. Factual – According to the article, bird flu outbreaks tend to occur in rural communities without healthcare services.
2. Inferential – The number is likely higher than official statistics. Rural farmers are afraid to report cases because they do not want their birds to be killed.
3. Factual – In Liaoning, 320 million birds have been vaccinated.
4. Inferential – The article is giving context to explain how likely it is for bird flu to affect humans.
5. Factual – H5N1 has killed at least 64 people.

### Activity 2

1. c.    2. a.

<b>Lesson Title:</b> Reading Comprehension – Article for Publication (news article)
<b>Practice Activity:</b> PHL3-L090

1. The fire was first reported at 11:00 a.m.
2. The London Underground train system is underground, so it is not affected.
3. Although there are no reports of casualties, there could be people trapped in the fire. The ambulances are there in case they are needed.
4. a.
5. The street was closed because fire engines and hosepipes were blocking it.
6. The fire had lessened by the evening. The article says the smoke had reduced.
7. Example synonyms:
  - a. fire
  - b. there
  - c. major
  - d. commuters
  - e. now
8. a. It is an adverbial clause of time.
  - b. It modifies the verb 'closed'.

<b>Lesson Title:</b> Article for Publication in a School Magazine
<b>Practice Activity:</b> PHL3-L091

### Activity 1

Example outline:

<b>Title:</b> Pupils' Club Benefits SSS 3 Learners
<b>Introductory Paragraph</b> <ul style="list-style-type: none"> <li>• Main idea of article (what happened): Pupils formed a club</li> <li>• When it happened/will happen: 22 October 2016</li> <li>• Where it happened/will happen: On the campus</li> <li>• Who was/is involved/affected: 45 SSS 3 pupils</li> </ul>
<b>Body of article</b> <ul style="list-style-type: none"> <li>• Detail 1: The club members bought seeds and pesticides.</li> <li>• Detail 2: They borrowed tools from their parents.</li> <li>• Detail 3: They harvested over 500 kg of tomatoes.</li> <li>• Detail 4: They split the earnings between themselves, the club and the school.</li> <li>• Detail 5: Many used their money for school supplies and school fees.</li> </ul>
<b>Closing paragraph</b> <ul style="list-style-type: none"> <li>• Outcome (or possible next steps): The pupils want to increase the harvest next year.</li> </ul>
Name: Julius Bangara Designation: St Joseph's Pupils' Club Representative.

### Activity 2

Example article:

#### Pupils' Club Benefits SSS 3 Learners

SSS 3 pupils formed the St Joseph's Pupils' Club on 22 October 2016 as a way of putting classroom instruction on science into practice.

The 45 members (24 boys and 21 girls) launched the club by planting tomatoes on a piece of land next to the classroom. The members purchased several bags of seed plus pesticides with a grant from a local community organisation, Salone Revival, which runs a field office just a few kilometres from the school. The club borrowed additional tools from their parents to complete the planting.

By the following year, pupils' investment had paid off. They harvested over 500 kg of tomatoes, which they were able to sell for 10 times the cost of the seeds and pesticides. They split 50 percent of the earnings among members, placed 30 percent in their club savings account and gave the remaining 20 percent to the school for use of the land. Salone Revival staff stepped in to mentor club members on how to manage their newfound money. Most pupils spent their money on school supplies and fees.

The Pupils' Club has already decided to plant twice as much for next year, and its leadership has asked permission from the school to increase the size of its garden.

Julius Bangara  
St Joseph's Pupils' Club Representative.

<b>Lesson Title:</b> Article for Publication in a Newspaper
<b>Practice Activity:</b> PHL3-L092

### Activity 1

Example outline:

<b>Title:</b> Sierra Leone Sends Lone Athlete for the Nation's Second-Ever Paralympic Games
<b>Location:</b> (where the news is being reported): London, England
<b>Introductory Paragraph</b> <ul style="list-style-type: none"> <li>• Main idea of article (what happened): Mohamed Kamara will become Sierra Leone's second Paralympic athlete.</li> <li>• When it happened/will happen: The upcoming 2012 Summer Paralympic Games from 29<sup>th</sup> August to 9<sup>th</sup> September</li> <li>• Where it happened/will happen: London, England</li> <li>• Who was/is involved/affected: Sierra Leone's second-ever Paralympics athlete</li> </ul>
<b>Body of article</b> <ul style="list-style-type: none"> <li>• Detail 1: The Paralympics is an event for disabled athletes that occurs once every four years in the same city that hosts the Olympics.</li> <li>• Detail 2: Marah Kelley represented Sierra Leone at the 1996 Paralympics.</li> <li>• Detail 3: Mohamed Kamara will run the men's 100- and 200-metre events.</li> <li>• Detail 4: Liberia is sending its first ever Paralympic athlete to the event.</li> </ul>
<b>Closing paragraph</b> <ul style="list-style-type: none"> <li>• Outcome (or possible next steps): The 100-metre event is to happen on September 6.</li> </ul>
Name
Designation
Address (for national and international publications).

## Activity 2

Example article:

### Sierra Leone Sends Lone Athlete for the Nation's Second-Ever Paralympic Games

London, England — When Mohamed Kamara enters the Olympic Stadium during the 2012 Summer Paralympics Opening Ceremony on Wednesday night representing Sierra Leone, he will become only the second Paralympic competitor to ever represent his country.

The Paralympics is an event for disabled athletes that occurs once every four years in the same city that hosts the Olympics. This year's event will be held in London, England, from 29<sup>th</sup> August to 9<sup>th</sup> September.

Sierra Leone's previous Paralympic appearance came at the 1996 Summer Paralympics when the country was represented by Marah Kelley, a javelin thrower who remains the only female to have ever represented the country at the Paralympics.

Kamara, an athletics competitor, is scheduled to race in the men's 100- and 200-metre events in London. The 200 metres is scheduled for next Saturday and Sunday, the third and fourth days of Paralympic competition, and the 100-meter event is to happen on 6<sup>th</sup> September.

Sierra Leone's neighbour Liberia will be making its own Paralympic debut when powerlifter James Siaffa competes in London.

<b>Lesson Title:</b> Reading Skills Development: Giving Titles to Untitled Texts
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<b>Practice Activity:</b> PHL3-L093
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### Activity 1

1. The woman is thankful for the memories from her past.
2. Her children do not live with her. She refers to their 'sweet and lively voices', then says 'these times will never come back'.
3. The woman only thinks about her past in the poem.

### Activity 2

2. b.

### Activity 3

Example answers:

- a. 'The Fear of Loneliness'
- b. A Walk in the Woods

<b>Lesson Title:</b> Reading Comprehension – Poetry
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<b>Practice Activity:</b> PHL3-L094
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### Activity 1

Example answers:

1. The tone is anxious, depressed and sad.
2. The writer has the following fears: fear of exposing his or her true feelings, fear of rejection, fear of not being 'good enough', fear of being themselves.
3. The personification is 'consume'.
4. 'Suppress' means to hold back or keep hidden.

5. The idiom used is 'dead inside'.
6. The 'night monsters' are fears and depression.
7. The writer wants to tell readers that fears (as described above) are keeping them from a healthy and loving relationship and of seeing themselves for the unique and special person they are.

**Activity 2**

1. a.
2. The writer wants to avoid 'middle school drama'.
3. The writer is growing up.
4. The writer compares herself to a cocoon.

<b>Lesson Title:</b> Reading Skills Development: Identifying Main Idea
<b>Practice Activity:</b> PHL3-L095

1. The purpose is to ask for a surgery to be performed at a reduced cost.
2. The purpose can be found in the first paragraph of the body of the letter.
3. The writer wants the doctor to agree to fix her leg for 5 million leones instead of 75 million.
4. Possible outcomes:
  - a. The hospital gives the writer a discount on surgery.
  - b. The hospital does not respond.
  - c. The hospital does not accept the offer.
  - d. The hospital makes a counter-offer.
5. Example summary: Please perform surgery to fix my leg. I can pay five million leones over the next three years.
6. The doctor who initially treated her was at a different facility and refuses to treat her.
7. She talks about how much pain she is in. She also explains that the initial treatment did not work.
8. Example answer: I feel sad for the writer. She is in pain through no fault of her own.
9. Dr Mansaray works at St Mary's Hospital in Freetown.
10. This letter is primarily making a request.

<b>Lesson Title:</b> Formal Letter
<b>Practice Activity:</b> PHL3-L096

**Activity 1**

Example letter:

<p>The District Council Chairman Moyamba District Moyamba, Sierra Leone.</p>	<p>Maliggy Lajune Foday District Council Secondary School Moyamba, Sierra Leone. 8<sup>th</sup> September, 2017</p>
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Dear Sir,

Request for a Lesson on the Administrative History of Moyamba District

I write on behalf of the senior school pupils of the Arts Department of Moyamba District Secondary School. We request that you lecture here on the above topic. Based on your explanations to the SSS 4 history class during our April 2017 field trip to the District Council, the combined group of arts students from SSS 1 to SSS 4 are convinced that no one can deliver a lecture on the topic as well as you can.

The topic is a special section of the WAEC history syllabus, intended to develop candidates' interest in the culture, history and traditions of their various countries. The syllabus recommends that traditional leaders with relevant experience be used as resources for the required information. The needed contents are unique to the local community of each school and we cannot find these in our school books.

If you accept to deliver the lesson, we shall be content with any date and time you choose, whether this be during a weekend or late in the evening. The principal and all of the teachers also hope to attend the lesson.

When you have informed us about your schedule, we will use the principal's car to bring you to the school. It would also please our group if you would accept a present we have prepared for the occasion.

We await your kind approval.

Yours faithfully,

Maliggy Lajune Foday  
Class Prefect.

**Activity 2**

slang, abbreviations, emojis, contractions, acronyms

**Activity 3**

1. We cannot come to an agreement on what should be done, so we will not be doing anything about the matter.
2. My father and I were pleased and excited to learn that I have been selected to play on the team.
3. Thank you for the job offer. Before I accept, however, I would like to verify the number of hours I will be working each week in order to make sure I do not fall behind academically.







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