



**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Pupils' Handbook for
Senior Secondary
*English
Language*

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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.

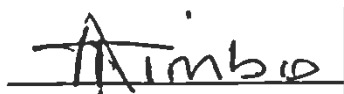
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give 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.

A handwritten signature in black ink, reading "Alpha Osman Timbo", written over a horizontal line.

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve thus, DO NOT WRITE IN THE BOOKS.

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Introduction

to the Pupils' Handbook

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

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



Learning Outcomes

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

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

Listening and speaking

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

Writing

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

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

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

Reading comprehension

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

Lesson Title: Oral Presentation: Self-Introduction	Theme: Listening and Speaking
Practice Activity: PHL2-L001	Class: SSS 2



Learning Outcomes

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

1. Prepare a brief introduction about yourself using the appropriate tense and vocabulary.
2. Introduce yourself clearly and fluently using the appropriate tense and vocabulary.

Overview

An introduction is a way for you to tell people about yourself.

There are many situations where you may need to introduce yourself, such as a job interview or when making new friends. When you introduce yourself, you must decide what information you want the other person to know about you.

You can use the following phrases to help you organise your main ideas:

- I belong to ...
- I have studied/I am studying ...
- I enjoy/I like ...
- I hope to ...
- My strengths are ...
- I would like to improve ...

Practice

Activity 1

Revise the introduction that you wrote in class. Add details. Check your introduction to make sure that you have included the following:

- Your name
- Where you live
- Where and at which level you study
- Your hobbies and interests
- What you would like to do in the near future or when you grow up

Activity 2

Practise reading your introduction aloud. Focus on your pronunciation and intonation. Try introducing yourself to a family member. Remember, when introducing yourself to others, you should speak loudly and clearly.

Lesson Title: Comprehending a Listening Passage	Theme: Listening
Practice Activity: PHL2-L002	Class: SSS 2



Learning Outcomes

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

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

Overview

A biography is a detailed and well-researched description of a person's whole life or an important event in their life. Most biographies are about famous or well-known people such as leaders, artists and writers. This biography is about Plato, a famous Greek philosopher.

Practice

Activity 1

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

Plato's Biography¹

The ancient Greek philosopher Plato is one of the most important philosophers in history. He wrote down the ideas of his great teacher, Socrates, and also expanded on them. He trained the equally important philosopher Aristotle. A lot of Plato's writing was devoted to the difference between ideal forms and everyday experience. In his most famous book, *Republic*, he envisioned an ideal civilisation governed by the pure wisdom of a philosopher-king.

Plato was born in Athens around 428 BC. As a young man, he studied poetry and philosophy. He became a devoted follower of the philosopher Socrates, studying his works and teachings. After Socrates died, Plato remained loyal to him and spent the rest of his career explaining and building upon Socrates' beliefs.

He spent 12 years travelling in Europe and Egypt. During this time, he studied with other philosophers, including followers of the mathematician-philosopher Pythagoras. Around 387 BC, the 40-year-old Plato returned to Athens and founded his philosophical school, the Academy. Here, Plato delivered lectures to students who came from far and wide.

Aristotle, Plato's greatest student, joined the Academy at age 17. He then studied and taught there for the last 20 years of Plato's life. Plato died in Athens and was probably buried on the Academy grounds.

Comprehension questions

1. What was Plato's writing focused on?
2. What did Plato do during his travels abroad?
3. What was 'the Academy'?
4. Who was Aristotle?

Activity 2

The following words can be found in the biography. Select the word from the multiple-choice options given that is closest in meaning, based on its use in the text:

1. Ideal
 - a. Old
 - b. Organized
 - c. Perfect
 - d. Inspiring
2. Expanded
 - a. Widened further
 - b. Explained further
 - c. Grew larger
 - d. Talked about
3. Founded
 - a. Established
 - b. Built
 - c. Headed
 - d. Searched

¹Famous Thinkers: Plato. (2017, August 3). Adapted September 14, 2017, from <https://newsela.com/read/bio-philosophers-plato/id/33298>

Lesson Title: Tenses	Theme: Grammar
Practice Activity: PHL2-L003	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of when to use the different present tenses: simple, continuous, perfect.
2. Identify the different tenses in sentences.
3. Use the different tenses in the negative, avoiding the double negative.
4. Use the different tenses correctly in speech and in writing.

Overview

The **simple present** tense is used in sentences that talk about:

- Geographical, scientific or historical facts
- Ability
- Rituals, customs and habits
- Commentary or narration of something as it happens

The third person (he/she/it) of the simple present tense is formed by adding ‘-s’ to the end of the verb.

Examples:

- David **speaks** 3 languages.
- Wahid **knows** how to ride a bicycle.
- He **goes** for a walk in the evenings.
- Rooney **passes** the ball to Smith.

The **present continuous** tense is used in sentences that talk about an action that is in progress or still happening.

The present continuous tense is formed using the helping verb ‘to be’ (am/is/are) and by adding ‘-ing’ to the end of the main verb. For example, ‘is playing’, ‘are reading’, ‘am riding’.

Examples:

- She **is playing** the piano.
- Wilbur **is painting** the walls of his room.
- My mother **is plucking** flowers from our garden.

The **present perfect** tense is used in sentences that talk about actions that started in the past but finish in the present.

The present perfect tense is formed using the helping verb ‘to have’ (has/have) and the past participle of the main verb. For example, ‘has given’, ‘have danced’.

Examples:

- She **has filled** the water pitcher.
- They **have sung** the song.
- Michael **has washed** the car.

When forming negative sentences, remember not to use double negatives. When making a sentence negative, the 'no' changes to 'any'.

Examples:

- Incorrect: I have not spent **no** money today.
Correct: I have not spent **any** money today.
- Incorrect: I do not have **nowhere** to go.
Correct: I do not have **anywhere** to go

Practice

Activity 1

Complete the following table using the appropriate tenses of the verbs in each blank space.

Simple present	Present continuous	Present perfect
Abu walks to school every day.	Abu _____ to school.	Abu _____ to school.
The children _____ wood to earn a living.	The children are selling wood to earn a living.	The children _____ wood to earn a living.
We sing our school song every day in school	We _____ our school song.	_____ you _____ our school song before?
I _____ every weekend.	I _____ in the pool.	I have swum in the Red Sea.
Mary and John _____ at Lumley.	Mary and John are living at Lumley.	Mary and John _____ at Lumley.

Activity 2

Use the correct tenses of the verbs in parentheses to complete the sentences.

1. (buy) Miss Turay _____ bananas every evening from work.
2. (speak) The prefect has _____ to the pupils about the initiative.
3. (run) Mr Sheriff is always _____ after pupils in the corridors.
4. (bring) My mother is _____ my new dress this evening.
5. (teach) Mr Sandy _____ English.
6. (build) The children are _____ castles in the air.
7. (choose) The teacher has _____ Jane for the competition.
8. (write) They are _____ their assignments in class.

9. (take) Michael _____ English lessons every weekend.
10. (wake) The baby has _____ up.

Activity 3

Correct the double negatives in the following sentences:

1. I do not know nothing.
2. He did it without no reason.
3. They do not wish for nothing.
4. Youths of today do not want to do nothing.
5. He came back from overseas without nothing.

Lesson Title: Tenses	Theme: Grammar
Practice Activity: PHL2-L004	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of when to use the different past tenses: simple, continuous, perfect.
2. Identify the different tenses in sentences.
3. Use the different tenses in the negative, avoiding the double negative.
4. Use the different tenses correctly in speech and in writing.

Overview

The **simple past tense** is used to describe an action that was completed in the past.

The verb in the simple past tense can be formed in 2 ways:

- The simple past of regular verbs is formed by adding ‘-ed’ to the end of the verb. If a verb ends in ‘-e’, only add ‘d’. If a verb ends in ‘-y’, drop the ‘y’ and add ‘-ied’.
Example: She **cycled** across the school grounds.
- To form the simple past of irregular verbs, the spelling of the verbs must be changed. For example, drink – drank; think – thought; begin – began; fall – fell
Examples:
 - I **fought** with my brother last night.
 - We **lit** the candles when the power went out.
 - The baby bird **flew** away.

The **past continuous tense** is used to describe an action that was taking place during a certain period in the past.

The past continuous of any verb is composed of 2 parts: the past tense of the verb ‘to be’ (was/were), and the base of the main verb + ‘-ing’.

Examples:

- She **was playing** the piano.
- Edena **was narrating** her story.
- My grandfather **was thinking** about buying a car

The **past perfect tense** is used to show that an event or action finished in the past before another event happened.

It is composed of 2 parts: the past tense of the verb ‘to have’ (had) + the past participle of the main verb. A sentence with the past perfect tense always has a second verb in the simple past tense.

Examples:

- He **had cleaned** the dishes when his sister **finished** eating.
- She **was tired** because she **had not slept** well.

- He **had watered** the plants before the gardener **came**.
- We **had already danced** to 3 songs by the time our friends **arrived**.

To form negative sentences in the past tense, put 'not' between the auxiliary verb and the main verb.

For the simple past tense, negative sentences are formed by adding an auxiliary verb in the simple past tense or changing the auxiliary verb to the simple past tense. The main verb does not change.

Examples:

- I **did not stay** at the hotel.
- They **were not full**.
- We **had not bought** anything when we saw you in town.
- My mother **was not walking** to town.

Practice

Activity 1

Complete the following table using the correct forms of the verbs in the first column.

Verbs	Simple past	Past continuous	Past perfect
attract	The reality show _____ a large audience.	The reality show _____ a large audience in Lagos.	The reality show _____ a large audience before the main character passed away.
leave	The bus _____ early because it was full.	The bus _____ early because it was getting dark.	The bus _____ before the passenger arrived.
buy	Last week I _____ my new phone.	We met last week when I _____ my new phone.	I _____ a phone last week when I received this one as a gift.
eat	We _____ bread and beans for lunch yesterday.	The news broke out when we _____ our lunch.	We _____ our lunch before the bell rang.
visit	They _____ their grandma last weekend.	They came to learn about their origin when they _____ their grandma.	Peter came looking for them after they _____ their grandma.

Activity 2

Change the following positive sentences into negative sentences.

1. He ate the rice.
2. We went out for lunch.
3. Did Ada come late?
4. Did father buy my phone?
5. The children have lost their ball.

Activity 3

Make a list of 5 things you did in the morning and 3 things you did in the afternoon. Then try to pair them in 5 sentences using the past perfect tense of the verb.

Example:

Morning	Afternoon
I washed	I returned home from school
I did some house chores	I had a nap

- I did some house chores in the morning after I had washed.
- I had a nap when I returned from school in the afternoon.

Lesson Title: Tenses	Theme: Grammar
Practice Activity: PHL2-L005	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of when to use the different future tenses: simple, continuous, perfect.
2. Identify the different tenses in sentences.
3. Use the different tenses in the negative, avoiding the double negative.
4. Use the different tenses correctly in speech and in writing.

Overview

The **simple future tense** is used to describe something that will happen in the future.

There are 2 ways to construct sentences in the simple future tense:

- Auxiliary verb will/shall + verb
Examples:
 - We **shall** visit him tomorrow.
 - I **will** go to town soon.
- Verb 'to be' + going to + infinitive verb
Examples:
 - It **is** going to rain.
 - I **am** going to dance.
 - We **are** going to eat.

The **future continuous tense** expresses an action that will be happening at a certain time in the future.

The sentence construction for future continuous is: shall be/will be + verb + '-ing'

Examples:

- At 10 a.m. tomorrow, I **will be eating** breakfast.
- I **will be driving** at 6 p.m. tomorrow.
- She **will be arriving** around this time tomorrow.
- She **will be practising** her singing in the evening.
- Tom **will be focusing** only on his work next week.

The **future perfect tense** describes actions that are expected to be finished at a certain time in the future.

The sentence construction for the future perfect tense is: shall/will + have + past participle.

Examples:

- I **will have prayed** by 10 a.m.
- She **will have opened** the main door by then.
- Her train **will have arrived** when you reach there.

In a negative sentence in the future tense, 'not' comes between 'will' and the verb.

- Simple future: I will + not + leave tomorrow.
- Future continuous: I will + not + be leaving tomorrow.
- Future perfect: I will + not + have left tomorrow.

Practice

Activity 1

From the multiple-choice options, choose the word that best completes each sentence.

1. I _____ call you when I return home.
 - a. am
 - b. is
 - c. will
2. _____ you eat dinner tonight?
 - a. am
 - b. will
 - c. is
3. At midnight tonight, I _____ (study) for my exam.
 - a. will be studied
 - b. will be study
 - c. will be studying
4. You _____ (sit) your exam by 10 a.m. tomorrow.
 - a. will be sitting
 - b. will be sit
 - c. will sit
5. We _____ the work by Friday.
 - a. will had finished
 - b. will have finished
 - c. will has finished
6. _____ Mariama have left home by the time I get there?
 - a. has
 - b. is
 - c. will
7. At 5 p.m. tomorrow, they _____ (give) the awards.
 - a. will giving
 - b. will be giving
 - c. will be give
8. I _____ do your homework for you.

- a. will not
 - b. was not
 - c. have not
9. My daughter _____ primary school by next year.
- a. shall have completed
 - b. will have completed
 - c. shall have completing
10. We _____ pay grandma a visit this Sunday.
- a. are
 - b. shall
 - c. have

Activity 2

Complete the following table by writing the sentences in the different tenses.

Simple future	Future continuous	Future perfect
We will write the letter.		
	I will not be going to town.	
		Alima will have baked a cake.
	By this time tomorrow, the children will be playing football.	
The teacher will come to class by 10 am		
		They will not have gotten the ingredients.

Activity 3

In 5 to 7 sentences, write a paragraph about activities you will undertake in the future.

Activity 4

Change the following positive sentences into negative sentences.

1. Will I have completed this lesson?
2. Margaret will be going to college.
3. They will go to the market.
4. Will Francis be in school by 8 o'clock?
5. Citizens will have voted for the next president.

Lesson Title: Tenses	Theme: Grammar
Practice Activity: PHL2-L006	Class: SSS 2



Learning Outcomes

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

1. Recall and use verbs correctly in the past, present and future tenses (simple, continuous, perfect).
2. Ask and answer questions using the different tenses.
3. Use the different tenses in positive and negative sentences, avoiding double negatives.

Overview

The table below shows how the verb 'dance' is used in sentences with different tenses:

	Present	Past	Future
Simple	Daniel dances.	Daniel danced yesterday.	Daniel will dance at the wedding.
Continuous	Daniel is dancing now.	Daniel was dancing when I arrived.	Daniel will be dancing this evening.
Perfect	Daniel has danced at school.	Daniel had danced before the performance.	Daniel will have danced by then.

Note: The auxiliary verb (was/has/had/will be) also changes depending on the tense.

Using tenses in **interrogative sentences** (questions) changes the sentence construction. Here, an auxiliary verb is either moved or inserted at the beginning of the sentence/clause.

Examples:

- 'She reads' becomes, 'does' + 'she read?' (inserting an auxiliary)
- 'She will read', becomes 'will' + 'she read?' (moving the auxiliary)
- 'She has read' becomes 'has' + 'she read?' (moving the auxiliary)

	Present	Past	Future
Simple	Does Daniel dance?	Did Daniel dance yesterday?	Will Daniel dance at the wedding?
Continuous	Is Daniel dancing now?	Was Daniel dancing when I arrived?	Will Daniel be dancing this evening?
Perfect	Has Daniel danced at school?	Had Daniel danced before the performance?	Will Daniel have danced by then?

Practice

Activity 1

Identify the tenses used in each of the following sentences.

1. I never **work** on weekends.
2. Pollution **is causing** global warming.
3. This is the first time I **have won** the jackpot.
4. We **have been** business partners for 10 years.
5. I **ate** a big, spicy piece of pizza for my breakfast.
6. At 11 o'clock last night, I **was looking** for my key.
7. The pet show **had started** when I arrived.
8. The police **will conclude** their investigations soon.
9. My daughter **is going** to be 7 next month.
10. **Will you be joining** the writing session tonight?
11. I **will have saved** about 10,000 dollars by 2020.
12. The new airport **opens** on Christmas Eve.
13. I wish you **had bought** one for me.
14. While Saidu **was reading** a book, his mother **was sleeping**.
15. Nobody asked any questions until he **explained** the procedure.
16. Negotiations with the insurgents **have broken down**.

Activity 2

Change the following statements into questions.

1. We had lunch at 1 p.m.
2. I pay attention in class.
3. The pupils are waiting for their teacher.
4. They had submitted their assignment yesterday.
5. My school will win the competition tomorrow.
6. We do not tolerate truancy in school.
7. She goes to church every Sunday.
8. They have distributed the books.
9. Parliament will dissolve next month.
10. They had been friends for many years.

Lesson Title: Personal Narrative	Theme: Writing
Practice Activity: PHL2-L007	Class: SSS 2



Learning Outcomes

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

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

Overview

A **personal narrative** is used to narrate a story from one's life. It can be an event, an experience or a memory. The main features of a personal narrative are:

- Tells a story about an event, incident or experience
- Is usually written in first-person
- Develops plot, setting and characters
- Is usually told in chronological order, progressing from beginning to end (exceptions allowed)
- Has a main idea, theme, moral or lesson learnt
- Employs literary devices and figurative language
- Is usually written in the past tense

The **features of a plot** help us understand how a personal narrative can be built:

- **Introduction** (beginning): Introduce the characters and setting. Identify the conflict problem.
- **Rising Action** (middle): What happens to the characters? What events lead to the climax?
- **Climax** (most important part): How do the characters deal with the problem? How is it solved?
- **Conclusion** (ending): How does the story end? What happens to the characters? What is the moral of the story?

The **introductory paragraph** is the first paragraph of the narrative, which can engage the reader. Here are some examples of the different ways in which an introductory paragraph can start:

- Suspense: I wish I had not taken my friend along that day.
- Setting: The trees were dancing, the waves roaring and I was in paradise.
- Character introduction: My aunt has always loved adventurous holidays.
- Chronologically structured: Last month, we decided to embark on an adventure in the hills.

Practice

Activity 1

1. Finish writing the main ideas of the personal narrative, 'How I spent my vacation', using the outline below:

- **Topic** – *What are you writing about? Be specific, choose a day or an incident.*

- **Characters** – *Who is your narrative about? Friends, family, strangers?*

- **Setting** – *Where and when does it take place? Describe it.*

- **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge.*

- **Moral/Theme** – *What did you learn? How did the experience affect you?*

2. Check the outline to see if you included the following:

- Have you chosen a specific topic/incident/experience to write about?
- Have you thought of the characters and their role in the narrative?
- Have you organised your thoughts on how the main events or details of the narrative will unfold?
- Have you thought about how the setting of your narrative will affect the tone and mood?
- Do you have a clear introduction, body and closing in mind?

Activity 2

1. Complete the introductory paragraph of your narrative if you did not do so in the lesson. Check your introductory paragraph for the following:

- Is the introduction engaging enough for readers?
- Does the introduction have a hook (something to draw readers in)?

2. Think about a suitable title for your personal narrative. It should be related to the main idea of the narrative. However, it should not give away the closing or all of the details of your narrative.

Lesson Title: Personal Narrative	Theme: Writing
Practice Activity: PHL2-L008	Class: SSS 2



Learning Outcomes

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

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

Overview

A **personal narrative** is used to narrate a story from one's life. It can be an event, an experience or a memory.

- Tells a story about an event, incident or experience
- Is usually written in the first-person point of view
- Develops plot, setting and characters
- Is usually told in chronological order, progressing from beginning to end (exceptions allowed)
- Has a main idea, theme, moral or lesson learnt
- Employs literary devices and figurative language

The different paragraphs of a personal narrative can be connected using linking words and phrases, such as, 'however', 'disappointingly', 'meanwhile', 'in spite of', 'although', 'in addition to'.

A personal narrative is a personal account and should include details of the characters' feelings and thoughts. These are some helpful ways in which you can add details in your writing:

- Descriptions of feelings: scared, surprised, angry, peaceful, joyful, terrified, anxious, mortified, frustrated
- Adjectives for the setting: serene, peaceful, crowded, isolated, deserted, lush
- Adjectives for mood: somber, quiet, loud, dark, bright, sunny, ghostly, dim

Practice

Activity 1

1. If you did not finish writing your narrative in the lesson, complete it now.
Remember to use the outline to help you organise your ideas (Example below):

Meeting Lucy in the Forest

- **Topic** – *What are you writing about? Be specific, choose a day or an incident.*
The day I met my long-lost friend in the forest
- **Characters** – *Who is your narrative about? Friends, family, strangers?*
Me, my 2 siblings David and Marai, my friend Lucy
- **Setting** – *Where and when does it take place? Describe it.*
At the Magamba Nature Reserve, in a green, dense forest
- **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge.*
First, I met my long-lost friend from 7 years ago. It took us a whole day's conversation to recognise each other. Secondly, our vehicle got stuck in a huge pothole. We had to spend the night in the car until help came for us.
- **Moral/Theme** – *What did you learn? How did the experience affect you?*
A challenging experience made me more courageous and adventurous.

2. Check your narrative for spelling and grammatical errors.

Activity 2

1. Complete an outline to plan a personal narrative on the topic: 'I was very touched when ...'. In this personal narrative you will write about a real or imaginary experience when you were very moved or felt sentimental because of an incident or somebody else's actions.
2. Use the outline to write a personal narrative of 350-400 words.

Activity 3

1. Self-check questions: Check both your personal narratives for the following:
 - Have you organised your narrative into an introduction, main body and closing?
 - Do your narratives have a suitable title?
 - Have you made your narratives interesting by using any figurative language?
 - Are your paragraphs well connected and do ideas flow smoothly from one paragraph to the next?
 - Are there any spelling or grammatical mistakes in your paragraph?
 - Have you used a consistent form of tense in your narrative?
 - Have you given enough details of the characters and the setting?
 - Does your narrative have a clear conflict point or challenge, and a clear solution?
2. Based on these questions, revise your personal narratives, if needed.

Lesson Title: Reading Comprehension Fiction – Traditional Tale	Theme: Reading
Practice Activity: PHL2-L009	Class: SSS 2



Learning Outcomes

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

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

Overview

Traditional tales are:

- Told and re-told over many generations.
- Popular stories told by family members such as grandparents.
- Usually passed down orally in many cultures.

This tale is part of the ‘Anansi tales’ that originated in Ghana. ‘Anansi’ means ‘spider’.

Traditional tales are an interesting way to learn about a culture. They are also very entertaining. However, it is important to note that for the WASSCE, pupils are not allowed to write stories with animal characters.

Practice

Read the following traditional tale then answer the comprehension questions on it.

How We Got the Name ‘Spider Tales’¹

In the olden days, all the stories which men told were stories of Nyankupon, the chief of the gods. Spider, who was very conceited, wanted the stories to be told about him. Accordingly, one day he went to Nyankupon and asked that, in future, all tales told by men might be Anansi stories, instead of Nyankupon stories. Nyankupon agreed, on one condition. He told Spider (or Anansi) that he must bring him three things: The first was a jar full of live bees, the second was a boa constrictor and the third, a tiger.

Spider gave his promise. He took an earthen vessel and set out for a place where he knew there were a number of bees. When he came in sight of the bees, he began saying to himself, ‘They will not be able to fill this jar ... yes, they will be able to ... no, they will not be able’, until the bees came up to him and said, ‘What are you talking about, Mr Anansi?’ He thereupon explained to them that Nyankupon and he had had a great dispute. Nyankupon had said the bees could not fly into the jar — Anansi had said they could. The bees immediately declared that of course they could fly into the jar — which they did at once. As soon as they were safely inside, Anansi sealed up the jar and sent it off to Nyankupon.

The next day, he took a long stick and set out in search of a boa constrictor. When he arrived at the place where one lived, he began speaking to himself again. 'He will just be as long as this stick ... no, he will not be so long as this ... yes, he will be as long as this'. These words he repeated several times, till the boa came out and asked him what was the matter. 'Oh, we have been having a dispute in Nyankupon's town about you. Nyankupon's people say you are not as long as this stick. I say you are. Please let me measure you by it'. The boa innocently laid himself out straight, and Spider lost no time in tying him onto the stick from end to end. He then sent him to Nyankupon.

The third day, he took a needle and thread and sewed up his eye. He then set out for a den where he knew a tiger lived. As he approached the place, he began to shout and sing so loudly that the tiger came out to see what the matter was. 'Can you not see?' said Spider. 'My eye is sewn up and now I can see such wonderful things that I must sing about them'. 'Sew up my eyes', said the tiger. 'Then I, too, can see these surprising sights'. Spider immediately did so. Having thus made the tiger helpless, he led him straight to Nyankupon's house. Nyankupon was amazed at Spider's cleverness in fulfilling the three conditions. He immediately gave him permission for the future to call all the old tales Anansi tales.

Comprehension questions

1. Give one extract from the text to prove that the story is a traditional tale.
2. On whom were stories centred in the olden days, and what was his status?
3. What was Spider called?
4. Why was Spider saying these words: 'He will just be as long at this stick ... no, he will not be as long as this ...'?
5. How did Spider fool the tiger to catch him?
6. State 2 moral lessons you learnt from the passage.

¹ Barker, W.H. & Sinclair C. (1917). How We Got The Name 'Spider Tales'. In *West-African Folk Tales* (pp 29-32) London: George G. Harrap & Company

Lesson Title: Reading Comprehension Fiction – Fable	Theme: Reading
Practice Activity: PHL2-L010	Class: SSS 2



Learning Outcomes

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

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

Overview

The features of a fable are as follows:

- A fable is a short story that is centred around a moral or a lesson.
- It is usually told through dialogues between animals as characters.
- It uses figurative language to explain morals and lessons.
- It is not based on fact or reality.
- It often includes extraordinary things such as supernatural events, heroes and gods.

Fables are a fun way to tell a story and teach a lesson. However, it is important to note that for the WASSCE, pupils are not allowed to write fables or stories with animal characters.

Practice

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

The Hare and the Lion¹

A lion named Basu ruled the jungle, indiscriminately killing all other animals. All the other animals, who were victims, decided to meet the lion one day in a delegation. They requested that instead of hunting them, they themselves send one of their own folk for his lunch daily.

‘All right’, the lion said and added a condition. ‘If you fail to send one animal every day, I shall kill all of you’.

‘Agreed’, said the animals and began roaming the forest without fear. One day it was the turn of a hare. He started **leisurely** on his last journey. On the way, he saw a big well, and saw his own reflection when he peeped into the well out of **curiosity**.

Suddenly an idea **struck** the hare. ‘I will somehow tempt the lion to the well and **persuade** him to jump into it’, the hare thought to himself. It was late in the evening when the hare reached the lion’s den. The lion was hungry and **infuriated**. He decided to kill all the animals when the hare came and knelt before him.

'First, you are too small for my lunch. Second, you have come late. I shall kill you and all the others, too', the lion warned the hare. 'My lord, it is not my fault or the fault of any other animal'. 'Then who is it that delayed you? I will kill him at once!'

'Our folks have decided that it is my turn today. Since I do not make a full meal, they have sent three more hares with me for your meal. As we were all coming to you, a big lion came out of his den and demanded to know where we were all going'.

"We are all going to Basu as his meal, according to our arrangement", we said. The big lion said that this jungle belonged to him and that all animals obeyed his orders. He commanded me to summon you to his fort. That's why I am late', the hare told the lion.

'In that case', Basu told the hare, 'show me that lion. I will kill him and have him for lunch'. 'Yes, my lord', said the hare, 'what you say is true. But the big lion lives in a fort. He knows that the king without a fort is like a cobra without fangs and an elephant without heat'. 'Stop that nonsense and bring him here. Don't you know that you have to crush the enemy and disease at the first opportunity? Otherwise, they will grow in strength and crush you'. 'But the big lion seems to be very strong. Haven't you heard elders saying that one should not go to war without assessing one's own strength and the strength of the enemy? He who meets the enemy in haste will perish like the locusts in a fire'.

Growing impatient, the lion roared, 'Why all this tall talk! Show him to me'. Asking the lion to accompany him, the hare took him to the well. He told the lion that the big lion was there in that fort and showed him the well. The lion then peeped into the well and, mistaking his reflection in the water for the big lion, jumped into the well to kill him. Thus, the foolish lion perished and all the animals in the jungle lived happily ever after.

Comprehension questions

1. Why did the animals decide to form a delegation to meet Basu?
2. What consequences would befall the animals if they failed to fulfill their own part of the deal?
3. What inspired the hare to come up with the plan to trick the lion?
4. What was the mood of the lion when the hare met him?
5. How many charges did the lion levy on the hare? State them.
6. What prompted the lion to jump into the well without hesitation?
7. In one word, what quality did the hare demonstrate in the passage?
8. What is the figure of speech used in this expression: '... the king without a fort is like a cobra without fangs ...'?
9. For each of the following words underlined in the passage, give a synonym that can replace it.
a. leisurely b. curiosity c. struck d. persuade e. infuriated

¹The Cunning Hare and the Witless Lion. (n.d.). Retrieved September 12, 2017, from <http://www.talesofpanchatantra.com/the-cunning-hare-and-the-witless-lion>

Lesson Title: Vocabulary Development: Environment	Theme: Reading
Practice Activity: PHL2-L011	Class: SSS 2



Learning Outcomes

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

1. Use general vocabulary associated with the field of environment.
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 environment. When reading about the environment, pay attention to and remember new words that you have learnt to help you understand a given passage.

The following is a list of terms to familiarise you with the content:

- Greenhouse gas emissions: Production of harmful gases that lead to global warming
- Renewable energy: Energy from sources that do not deplete, such as wind and sun
- Geological: Study of the Earth's physical structure and substance
- Sea ice: A thin, fragile, solid layer of frozen ocean water that forms in the Arctic and Antarctic oceans
- Carbon emissions: Release of carbon-dioxide in the atmosphere as a result of human activity and the use of fossil fuels
- Climate change: Changes in weather patterns and the environment; mostly associated with global warming
- Habitat: The natural home or environment of an animal or plant

Practice

Read the following report, 'At-risk Polar Bears', and look for new words related to the environment. Then answer the comprehension questions on it.

At-risk Polar Bears¹

Rapid global warming has sped up the movement of sea ice off Alaska's coasts, and already at-risk polar bears are paying a price, a new US study says. Most sea ice moves throughout the year and the iconic white bears are on a perpetual walk to stay within their preferred habitat, said US Geological Survey research ecologist George Durner, lead author of the study.

Polar bears were listed as threatened under the Endangered Species Act in 2008 amid the alarming loss of summer sea ice in recent decades and climate models

indicating the trend would persist. However, the government said the act would not be used to regulate greenhouse gas emissions.

The US polar bear recovery plan says that without action to address climate change – the primary cause of diminishing sea ice – it is unlikely that polar bears could be saved. The plan released in January noted positive signs such as emission goals in the Paris climate agreement.

Margaret Williams, Arctic program managing director for the World Wildlife Fund, said that local efforts to reduce carbon emissions and turn to renewable energy are a positive sign.

However, the Geological Survey and University of Wyoming study documented how polar bears use more energy to stay within their home range. Diminished sea ice has reduced access to prey in the southern Beaufort Sea off Alaska's north coast. Researchers have documented the polar bear's declining body condition, reproduction, survival and abundance. Researchers concluded that the bears must kill two to six percent more seals per year to make up for burning more calories on faster-moving sea ice. The study did not address whether they walk faster or spend more time moving to keep up with the ice.

Bears in the Chukchi Sea, off Alaska's northwest coast, had to walk farther and burn more calories than south Beaufort bears but are in better shape because more food is available, Durner said.

Activity 1

1. State 3 effects of global warming on polar bears according to the text.
2. Why do you think the report says polar bears are 'threatened' under the Endangered Species Act?
3. What does the report say is the primary cause of diminishing sea ice?
4. What must bears do to make up for burning more calories?
5. Why are bears in the Chukchi Sea in better shape than those in Beaufort?

Activity 2

Write a sentence for each of the following terms:

- Greenhouse gas emissions
- Carbon emissions
- Renewable energy
- Climate change
- Geological
- Habitat
- Sea ice

¹Joling, D. (2017, June 8). Faster-moving sea ice forces polar bears to use more energy. Associated Press. Adapted from <https://newsela.com/read/polar-bears-sea-ice/id/31690TEMPLATE=DEFAULT&CTIME=2011-05-17-11-52-34>

Lesson Title: Vocabulary Development: Environment	Theme: Writing
Practice Activity: PHL2-L012	Class: SSS 2



Learning Outcomes

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

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

Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is the environment. When writing about the environment, try to include a variety of relevant vocabulary.

The following is a list of useful terms for writing about the environment:

- Litter (noun): Rubbish, such as paper, cans, bottles in a public place
- Litter (verb): To make a place dirty or messy by leaving rubbish there
- Plastic: Synthetic or man-made material that does not decompose
- Trash: Garbage; rubbish
- Recycling: Remaking and reusing to save energy
- Waste: Trash; garbage from human activity
- Marine: Related to ocean and sea life
- Biodegradable: Capable of being decomposed by nature and bacteria
- Microplastics: Very small pieces of plastic that cannot be easily seen with the naked eye
- Zooplankton: Organisms drifting in sea, ocean and fresh water bodies
- Phytoplankton: Small marine algae
- Chlorophyll: A green pigment in plants that helps them in photosynthesis
- Styrofoam: A kind of plastic used to make food containers
- Debris: Scattered pieces of rubbish or remains
- Calibrate: Measure with specific instruments

Practice

Activity 1

Read the following text, 'Plastics in the Ocean' and fill in the blanks with the word given below:

calibrate	debris	health	mammals	marine
microplastics	zooplankton	plastics	Styrofoam	phytoplankton chlorophyll

Plastics in the Ocean¹

Scientists will journey to the Atlantic to discover how bad the problem of the oceans' tiniest creatures eating _____ a _____ has become. After all, _____ b _____ are essential creatures for the _____ c _____ food web right up to the fish we eat, and are known to be more likely to die and be worse at reproduction after eating the minuscule pieces of _____ d _____.

Scientists will travel up to 600 miles a day on the British Antarctic Survey vessel, which will also be helping to _____ e _____ or 'ground truth' – a satellite project that is monitoring the colour of the oceans to create maps of _____ f _____, the green pigment found in plants.

'It really is a systemic threat to the _____ g _____ of the ocean itself', said Kathryn Sullivan, administrator of the National Oceanic and Atmospheric Administration, who works in a program to combat marine _____ h _____.

'If we open the stomachs of dead and stranded _____ i _____ and seabirds, we find increasing amounts of marine debris – plastics, _____ j _____ beads and such – in their guts. That's like slow poisoning from within', Sullivan said.

¹ Vaughan, A. (2016, September 20). Expedition to study microplastics on Atlantic's smallest creatures. *The Guardian*. Adapted September 12, 2017, from <https://newsela.com/read/microplastics-expedition/id/21857/>.

Activity 2

1. Write a 300-word essay entitled, 'Keeping our Beaches Clean'. Use terms and words related to the environment and nature from the list given above or from your own prior knowledge. In your essay, make sure that you include facts, reasons and methods to keep oceans clean. Remember, you can use a dictionary to check the meanings of new words.
2. Check your essay to make sure you have included the following:
 - Does your essay have a title, an introduction, a main body and a closing?
 - Do the main ideas and arguments of your essay flow logically from paragraph to paragraph?
 - Have you included enough reasons and facts to support your statements?
 - Have you used the appropriate vocabulary related to the environment?
 - Is your essay grammatically correct? Are there any spelling mistakes?
 - Did you learn any new vocabulary while writing your essay? Be sure to note these new words in your exercise book.

Lesson Title: Parts of Speech	Theme: Grammar
Practice Activity: PHL2-L013	Class: SSS 2



Learning Outcomes

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

1. Identify the 8 parts of speech.
2. Explain the function of each of the 8 parts of speech.
3. Identify the 8 parts of speech in sentences.
4. Write sentences using the 8 parts of speech.

Overview

There are 8 parts of speech in the English language:

- Nouns: The name of a person, place, thing or idea.
Examples:
 - **Doris** was riding her **bicycle**.
 - The **animals** were freed from the **zoo**.
 - This **man** demonstrates **integrity** and **love** for his **country**.
- Pronouns: Words that stand in the place of nouns.
Examples:
 - This book is **mine**.
 - **She** ate her lunch with **him**.
- Adjectives: Words that describe and modify nouns and pronouns.
Examples:
 - Fatmata is a **strong** and **confident** person.
 - **My** father borrowed **this** book.
- Verbs: Words that express actions or states of being.
Examples:
 - I **am** 16 years old.
 - Esi **walked** slowly to her house.
- Adverbs: Words that modify verbs, adjectives or another adverb to make their meaning more specific.
Examples:
 - My grandfather speaks **slowly**.
 - She wrote **very well**.
- Prepositions: Words that show the relationship of nouns and pronouns to other words in a sentence.
Examples:
 - I will walk **from** home **to** school.
 - I came **to** the party **because of** you.
- Conjunctions: Words that join and connect words, phrases or sentences.
Examples:
 - I went to the shop **but** did not find the vegetables.

- He ran the marathon **despite** his illness.
- Interjections: Words that show direct emotion. They do not affect the grammatical structure of the rest of the sentence.

Examples:

- **Wow!** What a beautiful flower that is.
- We lost the match. **Oh no!**

The following is an example of a sentence with multiple parts of speech:

- Oops! I accidentally spilled the juice on his shirt.
(Answer: Oops – interjection; I – pronoun; accidentally – adverb; spilled – verb; the – adjective/article; juice – noun; on – preposition; his – adjective; shirt – noun)

Practice

Activity 1

Read the following sentences and identify the word or words that belong to the part of speech specified in brackets. See the example below:

Question: Verb – She must have reached home.

Answer: She must have reached home.

1. Verb – Jane went to the supermarket and bought some toiletries.
2. Interjection – Ouch! I have cut my finger.
3. Adverb – What are you going to do there?
4. Preposition – There are people underneath the mudslide.
5. Noun – Teachers impart knowledge.
6. Pronoun – She is my best friend.
7. Adverb – Alfred climbed up the ladder but did not see anything.
8. Noun – His relatives live in different parts of the south.
9. Adjective – Mr. Thomas always asks difficult questions.
10. Conjunction – Although she is poor, she is happy.

Activity 2

Identify the part of speech of the words in **bold**.

1. Abdul **thought** of an excellent proposal.
2. We can write it **now**.
3. Where are **you** going to get the funds from?
4. That was a **lovely** question.
5. I know a man that works in a **factory**.
6. He must be a **philanthropist**.
7. Morlai is my **best** friend.
8. The budget was huge; still, he **funded** it.
9. **It** was because of my prayer that we made it through.

10. The donor will **give** us money in installments.
11. Attend to it **quickly**.
12. Sam went **to** the office to meet his sponsors.
13. I helped him with his proposal **because** I liked his ambition.
14. He is a tall, **dark** man.
15. The next phase is **under** review.

Activity 3

In each of the following sentences, there is a word in **bold**. Choose the part of speech to which the word belongs as used in the sentence.

1. The lesson is **now**.
 - a. adjective
 - b. adverb
 - c. preposition
 - d. conjunction
2. Are you going **there**?
 - a. preposition
 - b. adjective
 - c. adverb
 - d. verb
3. The class ended **ten** minutes ago.
 - a. noun
 - b. adjective
 - c. conjunction
 - d. adverb
4. There is a snake **in** the hole.
 - a. adverb
 - b. conjunction
 - c. preposition
 - d. noun
5. Engineers **construct** roads.
 - a. verb
 - b. adverb
 - c. adjective
 - d. preposition
6. **Though** they are brothers, they are enemies.
 - a. conjunction
 - b. preposition
 - c. adverb
 - d. adjective
7. I have been working since **morning**.
 - a. adjective
 - b. noun

- c. verb
 - d. adverb
8. This building was erected 90 years **ago**.
- a. verb
 - b. adverb
 - c. adjective
 - d. preposition
9. **Because** she was stubborn, the teacher sent her out of the class.
- a. preposition
 - b. conjunction
 - c. adverb
 - d. verb
10. **Freetown** is our capital city.
- a. pronoun
 - b. proper noun
 - c. preposition
 - d. adjective
11. What did he do to **you**?
- a. noun
 - b. pronoun
 - c. conjunction
 - d. preposition
12. Health centres are in **different** parts of the country.
- a. adjective
 - b. verb
 - c. preposition
 - d. conjunction

Lesson Title: Prepositions	Theme: Grammar
Practice Activity: PHL2-L014	Class: SSS 2



Learning Outcomes

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

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

Overview

Prepositions are 1 of the 8 parts of speech.

The features of prepositions are as follows:

- Prepositions show the relationship of nouns and pronouns to other words in a sentence.
- They are usually followed by a noun or a pronoun.
Examples: **in** the house, **below** the table, **after** the lesson, **during** the show, **on** him, **behind** her

There are 2 types of prepositions:

- **Simple prepositions:** These usually have only 1 word and are used to show time, place, duration and movement.
Examples: after, before, above, over, below, during, until, since, from, out of, onto, into, at
- **Complex prepositions:** These are made up from more than 1 word or more than 1 preposition.
Examples: because of, due to, in relation to, according to

The following are example sentences with prepositions:

- The car went **over** the bridge.
- **During** the exam, everyone must be quiet.
- I will be **at** the shop.
- **Owing to** my sickness, I will not be able to come **to** the party.

Practice

Activity 1

Identify the prepositions in the following sentences.

1. They were writing on the wall when the teacher caught them.
2. Are there any cold drinks in your refrigerator?
3. I was on my way to the cinema when the robbers attacked.

4. The room beside the kitchen is empty.
5. The children are tired of hearing his excuses.
6. Please share these mangoes among the children.
7. The ladder is against the wall.
8. The police are looking into the matter.

Activity 2

From the multiple choice options, choose the word that best completes each sentence.

1. I told mom we would be home _____ an hour.
 - a. at
 - b. in
 - c. to
2. The professor _____ South Africa amazed the Sierra Leonean students.
 - a. of
 - b. in
 - c. from
3. My parents have been married _____ 15 years.
 - a. since
 - b. after
 - c. for
4. What are the 3 main ingredients _____ this soup?
 - a. of
 - b. to
 - c. about
5. It has been raining _____ Friday morning.
 - a. since
 - b. from
 - c. until
6. I will wait _____ 6:30 p.m., but then I have to go.
 - a. from
 - b. until
 - c. at
7. The matter is _____ the lady and her brother.
 - a. among
 - b. at
 - c. between
8. I saw something about it _____ television.
 - a. on
 - b. through
 - c. with
9. Keep quiet! The teacher is _____ the phone.
 - a. in

- b. at
 - c. on
10. He usually travels to Bo _____ bus.
- a. in
 - b. by
 - c. with

Activity 3

Read the following sentences carefully, then choose the most suitable pair of prepositions that fits each sentence.

1. He made his escape by jumping _____ a window and _____ a waiting car.
 - a. over/into
 - b. through/into
 - c. up to/in
2. She took the key _____ her pocket and put it _____ the lock.
 - a. between/into
 - b. from/to
 - c. out of/into
3. Henry comes to work _____ car, but I prefer to come _____ foot.
 - a. by/on
 - b. in/with
 - c. at/into
4. Sally left school _____ the age of 16 and went to work _____ a bank.
 - a. under/with
 - b. at/in
 - c. on/under
5. He was driving _____ 180 miles per hour when he crashed _____ the central barrier.
 - a. at/into
 - b. with/at
 - c. at/on
6. I went _____ him and asked him the best way to get _____ town.
 - a. to/from
 - b. up to/out of
 - c. by/on
7. I could not get in _____ the door so I had to climb _____ a window.
 - a. through/out of
 - b. from/down
 - c. over/up

Lesson Title: Prepositions	Theme: Grammar
Practice Activity: PHL2-L015	Class: SSS 2



Learning Outcomes

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

1. Define prepositions and demonstrate understanding of their function in a sentence.
2. Identify prepositions in a sentence.
3. Correct common mistakes made when using prepositions.
4. Write sentences using prepositions correctly.

Overview

There are 2 types of prepositions:

- **Simple prepositions:** These usually have only 1 word and are used to show time, place, duration and movement.
Example: after, before, above, over, below, during, until, since, from, out of, onto, into, at
- **Complex prepositions:** These are made up from more than 1 word or more than 1 preposition.
Example: because of, due to, in relation to, according to

The following prepositions are commonly used:

- **At** is used before specific places, before the word 'night', or with a specific time.
Examples:
 - I was **at** school.
 - I will go for a walk **at** night.
 - I will meet you **at** 9 a.m.
- **For** is used after some specific verbs. It also indicates a period of time.
Examples:
 - I was looking **for** my bat.
 - I was searching **for** my glasses.
 - I have been living there **for** 5 years.
 - I have been studying **for** 2 weeks.
- **Since** is used to specify a very specific point in time.
Examples:
 - I have been hungry **since** this morning.
 - I have liked you **since** the day I met you.
- **In** is used to show the position or location of a noun/pronoun. It is also used with the verbs 'live', 'work' and 'study' in a city or a country.
Examples:
 - The food is **in** the refrigerator.
 - I work **in** Ghana; I study **in** Freetown.

- **On** is used to show when something is on top of something else. It can also indicate a specific date or weekday.
Examples:
 - The dog was sitting **on** my chair.
 - I was born **on** 8 January 1989.
 - It is our anniversary **on** Saturday.
- **Between** shows the position or location of an object with 2 nouns or pronouns. It also shows the relationship between 2 people.
Examples:
 - My book is in **between** yours and hers.
 - I will stand **between** the 2 of you.
 - **Between** you and me, I do not want to go for the party.
 - We can settle this matter **between** us.
- **Among** is used when there are more than 2 people being talked about.
Examples:
 - We can finish the pudding **among** ourselves.
 - Let us discuss the matter **among** friends.

Practice

Activity 1

Select the correct preposition for each sentence.

1. The president will be _____ (on/in) television tonight.
2. Can you put the child _____ (into/to) bed?
3. She decided to quit her job _____ (with/for) several reasons.
4. Have you put the meat _____ (at/in) the refrigerator?
5. You remind me _____ (of/with) my cousin.

Activity 2

Use each of the following prepositions in a sentence to indicate time.

1. At
2. On
3. In
4. For
5. Since

Activity 3

Use each of the following prepositions in a sentence to indicate place.

1. At
2. On
3. In

Activity 4

Choose the preposition from the multiple-choice options that best complete each sentence.

1. Mr Sesay will pay _____ my drink.
 - a. with
 - b. by
 - c. for
2. Everybody was surprised _____ the flood.
 - a. with
 - b. at
 - c. for
3. The mad man tripped _____ the bags.
 - a. over
 - b. with
 - c. on
4. Hawa takes great pride _____ her beauty.
 - a. on
 - b. in
 - c. at
5. Juliet is searching _____ a job.
 - a. for
 - b. on
 - c. at

Lesson Title: Reading Skills Development: Skimming and Scanning	Theme: Reading
Practice Activity: PHL2-L016	Class: SSS 2



Learning Outcomes

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

1. Identify the differences between skimming and scanning.
2. Demonstrate understanding of when to use both skimming and scanning when reading a text.
3. Use skimming and scanning to read a text quickly and purposefully.
4. Answer questions on a text.

Overview

Skimming and scanning are reading strategies used to find specific information in a given text. Both are techniques for reading quickly and purposefully. Skimming is used to get the general idea of a text, whereas scanning is used to find specific information.

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

- Reading selectively to determine the main idea of a paragraph or a text
- There are different ways to skim a text.

Examples:

- Read the title and try to guess what the text will be about.
- Read the first and last paragraphs of a text. The first paragraph introduces a text and the last paragraph usually summarises it.
- Read the first line of the body paragraphs to get the general idea. They are often (though not always) topic sentences that will give you an idea of what the paragraph is about.

The features of **scanning** are explained below:

- Reading to look for specific information. This is done especially in texts with lots of statistical data or details.
- There are different ways to scan a text.

Examples:

- Always identify the information you are looking for before you read the text.
- Scan for keywords related to the information you want to find throughout the text.
- When you locate a keyword, read the text around it carefully to see if it is relevant.
- Re-read the question to check if the information you found answers this question.

Practice

Read the following news article and answer comprehension questions using skimming and scanning reading strategies.

Opioids: Sierra Leone's Newest Public Health Emergency¹

The dark street corner would have been silent if not for the grumble of a motorbike. It was nearing midnight, but for Ibrahim Sesay – a 27-year-old motorbike taxi driver in Freetown – the evening had just begun. He pulled four small pills from his shirt pocket, gulped them down without water and set off into the night.

‘Every night I take tramadol, for the past year at least’, he explained, referring to the pills. ‘Lots of [motorbike taxi drivers] take it. It helps me stay awake while I work, but now I can't do anything without it. I have to take it when I wake up or I feel sick It scares me because I don't really know what to do and I think it's getting worse’.

Sesay said he had never heard of tramadol – a cheap, opioid painkiller with stimulating effects – until last year's holiday season, when a fellow rider offered him one of the green capsules before a long shift. He started taking just one 225-milligram pill a day, but as his tolerance and dependence on the pills grew, he gradually came to crave higher amounts. Now he takes 900 milligrams, more than twice the recommended maximum daily dosage. He likens the withdrawal symptoms to a heavy bout of malaria.

He is not alone. Until recently the drug was a little-known prescription-only medication for treating chronic pain, but in the past two years it has been at the centre of a rapidly expanding addiction crisis in Sierra Leone – a country with virtually no places for drug rehabilitation and which remains haunted by an 11-year civil war during which there were high rates of drug abuse among combatants.

Pushed by a black-market network of importers and sold cheaply under the table by private pharmacies, the problem has become so bad that in August 2016, Sierra Leone's overwhelmed pharmaceutical regulators declared tramadol abuse a public health emergency.

In the 25 years since it was launched on the global market, tramadol dependence has spread through parts of Southeast Asia, the Middle East, North and West Africa and Europe. The growth has been fuelled by inaction from international regulators and steady production in both India and China's growing generic medication industries. Pills imported by unstable or under-regulated countries can easily be diverted to armed groups or smugglers who move them across the globe.

Comprehension questions

1. What is the newest public health emergency in Sierra Leone?
2. How much tramadol did Ibrahim originally take?
3. What is tramadol?
4. Why do most bike riders take the pill?

5. When was tramadol launched in the global market?
6. When was it declared a public health emergency in Sierra Leone?
7. Where do they get the pills?
8. Where has tramadol dependence spread?
9. In 1 sentence, summarise the article.

¹ Inveen, C. (2017, February 13). Opioids: Sierra Leone's newest public health emergency. *Al Jazeera*. Adapted September 13, 2017, from <http://www.aljazeera.com/indepth/features/2017/01/opioids-sierra-leone-newest-public-health-emergency-170119093804569.html>

Lesson Title: Vowel Sounds Review	Theme: Listening and Speaking
Practice Activity: PHL2-L017	Class: SSS 2



Learning Outcomes

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

1. Identify and pronounce pure vowel sounds in words.
2. Demonstrate understanding of the difference between pure vowel and diphthong sounds.
3. Identify long vowel sounds in sentences.

Overview

Pure vowel sounds, or ‘**monophthongs**’ refer to a single vowel sound in a word. They are sounds that are spoken with the same sound from beginning to end. For example: /u:/ as in spoon, /ɛ/ as in egg, /a/ as in ‘patch’.

The same vowel sound can be represented by different combinations of letters.

Examples:

- The sound /i:/ as in **seat**, **beet**, **keys**
- The sound /u:/ as in **fool**, **shoe**, **who**

The table below shows some **short vowel sounds** written with a combination of different letters:

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
/i/ as in ‘pin’	bin, pretty, women, fountain
/ɛ/ as in ‘egg’	bend, leopard, realm, leisure
/ɔ/ as in ‘cot’	pot, bought, cough, knowledge

The table below shows some **long vowel sounds** written with a combination of different letters:

Phonetic sound	Example words
/a:/ 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

Pure vowel sounds are different from 'diphthongs'. **Diphthongs** are sounds that have 2 pure vowel sounds combined in 1.

Examples:

- The combination 'ou' can have 2 sounds.
 - The first is /o/ as in 'pour'. This is a pure vowel sound.
 - The second is /əu/ as in 'round', pronounced /ra/+/oo/+/nd/. This is a diphthong.
- Similarly, 'i' can have many sounds.
 - The first is /i/ as in 'pin'. This is a pure vowel sound.
 - The second is /ai/ as in 'glide', pronounced /gla/+/eed/. This is a diphthong.

Practice

Activity 1

From the 3 options, choose the word that has the same vowel sound as the 1 in **bold**. Say the words aloud to help you decide.

- | | | | |
|--------------------|---------|--------|---------|
| 1. part | layer | archer | scan |
| 2. float | pour | cloth | brown |
| 3. wear | stare | dear | dean |
| 4. fruit | receive | luck | rule |
| 5. fault | rogue | stop | program |
| 6. swell | peel | real | dead |
| 7. book | hood | spoon | mould |
| 8. among | laugh | plot | pun |
| 9. world | cord | thirst | fox |
| 10. believe | succeed | veil | blend |

Activity 2

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

1. **Mountain**
2. **Amount**
3. **Excuse**
4. **Platoon**
5. **Fraud**
6. **Cruel**
7. **Convince**
8. **Fowl**
9. **Bearing**

Activity 3

Read the following paragraph aloud. Focus on the pronunciation of the vowel sounds in bold:

Pick a **bike** with a **seat** that is **low** **enough**. The **learner** **should** be able to sit with **both** **feet** flat on the **road**. If needed, **remove** any **training wheels**. It is **best** to find a **grassy** place that has **substantial** flat **areas**. Strap a **helmet** on. **Tuck** in **shoelaces**. **Long** pants and **gloves** can add **additional** **protection** if it is **warranted**.

Lesson Title: Consonant Sounds Review	Theme: Listening and Speaking
Practice Activity: PHL2-L018	Class: SSS 2



Learning Outcomes

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

1. Identify and pronounce the 24 consonant sounds of the English language.
2. Identify and demonstrate understanding of consonant sounds in initial, medial and end position in words.

Overview

Consonant sounds are sounds that are not vowels. There are 24 consonant sounds in the English language. For example: /g/, /v/, /l/

This consonant sounds table shows how different sounds can be written. Most consonant sounds can appear at the beginning, middle or at the end of a word:

Consonant sound	Written as	Example of initial sound	Example of medial sound	Example of end sound
/b/	b	bed	table	proverb
/k/	c, k, ck, ch	carry	tackle	lock
/d/	d	dawn	muddy	paid
/f/	f, ph, gh	fire	after	tough
/g/	g	give	bragged	peg
/h/	h, wh	half	behave	N/A
/j/	j, dge, g	journal	manager	knowledge
/l/	l	lightning	island	pencil
/m/	m, mb	marriage	human	thumb
/n/	n, kn	neighbour	banana	mountain
/p/	p	parent	capital	scholarship
/r/	r	revise	direction	seashore
/s/	s, sc, c	simple	officer	enormous
/t/	t, ght, ed	tongue	computer	coconut
/v/	v	violin	never	relieve
/w/	w	worker	power	low
/y/	y, u	useless	lawyer	prayer
/z/	z, zz, s	zero	buzzer	cheese
/thth/	th	thanks	author	path
/th/	th	this	other	smooth
/zh/	s, ge	N/A	vision	beige
/sh/	sh, c, ss	shake	pressure	mash
/ch/	ch, tch, t	chess	matches	spinach
/ng/	ng	N/A	singer	taking

Rules for different sounds of the same consonant

The difference between the /s/ and /z/ sounds of the consonant 's':

- **/s/:**
 - This 's' can be in any position in the word, but usually not between 2 vowels.
 - Almost all words which start with 's' have the /s/ sound.
Examples: snake, best, scan
- **/z/:**
 - This usually happens when the consonant letter 's' is between 2 vowels.
 - The 's' in the beginning of the word is almost never spoken as /z/.
Examples: business, boys, trees

The difference between the /th/ and /tʰ/ sounds of the consonant 'th':

- **/th/:**
 - This is a voiced consonant sound.
 - Can be represented by the symbol: ð
 - Most pronouns and prepositions beginning with 'th' have the sound /th/.
Examples: that, therefore, those, this
 - A 'th' appearing in the middle of words will also usually have the sound 'th'.
Examples: wither, breathes, bathes
- **/tʰ/:**
 - This is an unvoiced consonant sound.
 - Can be represented by the symbol: θ
 - Occurs mostly in words with 'th' at the end.
Example: breath, bath, death
 - Also present in the beginning of words.
Example: think, thought, through

The difference between the /s/, /c/ and /ʃ/ sounds of 'c':

- **/c/:** There is no rule for where the 'c' must lie in the word for the sound /c/.
Example: cake, carve, practical
- **/s/:** 'c' is almost never pronounced as /s/ when it appears at the absolute end of the word.
Example: price, excel, parcel
- **/ʃ/:** Almost always pronounced /ʃ/ when 'c' appears between vowels.
Example: judicial, ocean, species

The difference between the /g/ and /dʒ/ sounds of 'g':

- **/g/:** Sometimes pronounced as /g/ wherever it may appear in the word.
Example: guide, log, bagel
- **/dʒ/:** 'g' appearing at the absolute end of the word will usually not be pronounced as /dʒ/.
Example: germ, gentle, barge, hinge

Practice

1. The following words have the consonant sounds in bold. Select the word from the options in each row that has the same consonant sound.

a. half	elephant	psyche	halt
b. heap	receipt	cupboard	person
c. left	angle	could	stalk
d. ocean	stalk	wish	entice
e. boat	switch	gather	utter
f. echo	witch	archer	blanket
g. posture	actual	rant	grateful
h. gaze	spider	corpse	days
i. splash	vision	function	pleasure
j. truth	thankful	either	leather

2. For each of the sets of 3 words select the word that does **not** have the same consonant sound as the other 2.

a. rough	plough	elephant
b. waste	seize	raise
c. scene	scant	frisk
d. porch	pitch	champagne
e. shiver	slender	sugar
f. wage	major	plague
g. themselves	python	thermodynamic
h. knife	gnome	bring
i. punctual	splinter	hitch
j. pluck	ceiling	spice

Lesson Title: Adjectives – Irregular Comparatives and Superlatives	Theme: Grammar
Practice Activity: PHL2-L019	Class: SSS 2



Learning Outcomes

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

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

Overview

Adjectives have 3 forms: absolute, comparative and superlative. These tell the degree of the adjective. For example: nice, nicer, nicest.

Absolute	Comparative	Superlative
Used to describe something or someone	Used to compare 2 things or groups of 2 things	Used to define the highest degree of an adjective among many things
adjective	adjective + 'er'	adjective + 'est'
new	newer	newest
dark	darker	darkest

Irregular comparatives and superlatives

For some adjectives, their comparatives and superlatives do not have an 'er' or an 'est' at the end. Instead, the comparatives and superlatives become new words. These are called irregular comparatives and superlatives. There are 2 types:

- New words: This is when the adjectives become new words in their comparative and superlative forms.
Example: good, better, best
- More/most: This is when 'more' is added before comparative and 'most' is added before the superlative.
Example: important, more important, most important
- If the adjective has more than 2 syllables, use 'more' and 'most'. Some 1-syllable and 2-syllable words also use 'more' and 'most' as well.
Example: more fun, most famous
- Other adjectives can add '-er' or use 'more'.
Example: cleverer, more clever

Practice

Activity 1

Choose the correct answer to complete the sentence.

1. The _____ day of the week is Saturday.
 - a. good
 - b. better
 - c. best
2. Musa is the _____ pupil in his class.
 - a. worst
 - b. worse
 - c. worstest
3. Do you think football is _____ than tennis?
 - a. bad
 - b. better
 - c. best
4. My football team is _____ than your football team.
 - a. best
 - b. good
 - c. better
5. I think summer is the _____ season in Europe.
 - a. best
 - b. better
 - c. most good
6. The subject I like _____ is English Literature.
 - a. most
 - b. much
 - c. more

Activity 2

Use the correct form of the adjective within parentheses to complete each sentence.

1. My house is _____ (big) than yours.
2. This flower is _____ (beautiful) than that one.
3. This is the _____ (interesting) book I have ever read.
4. Non-smokers usually live _____ (long) than smokers.
5. This might sound strange, but often gari is _____ (expensive) than rice.
6. Who is the _____ (rich) man in Africa?
7. Which is the _____ (dangerous) animal in the world?

Activity 3

Correct the adjectives in the following sentences.

1. Jane is the oldest of the twins.
2. The best team of the 2 won the match.
3. Abu lifted the thin end of the rope.
4. John made the most wonderfulest recovery.
5. Of the 2, I like James more best.
6. Today is more better than yesterday.
7. Sierra Leone is the more beautiful country in the world.
8. Fatmata is most intelligent than Jenneh.
9. It is more easier to travel by air than road.
10. Mohamed is more tall than David.

Lesson Title: Differences between Adjectives and Adverbs	Theme: Grammar
Practice Activity: PHL2-L020	Class: SSS 2



Learning Outcomes

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

1. Define adjectives and adverbs and demonstrate understanding of the difference in their function in a sentence.
2. Identify if a modifier is an adverb or adjective.
3. Identify adjectives and adverbs in a sentence.
4. Use adjectives and adverbs correctly in speech and in writing.

Overview

Adjectives are words that describe and modify nouns and pronouns.

Examples:

- Fatmata is a **strong** and **confident** person. (modifies 'person')
- My father borrowed **this** book. (modifies 'book')
- She has **many** dresses. (modifies 'dresses')

Adverbs are words that modify the meaning of verbs, adjectives or another adverb to make their meaning more specific.

Examples:

- My grandfather speaks **slowly**. (modifies 'speaks')
- She wrote **very well**. (very modifies 'well', 'well' modifies 'wrote')
- They pushed the car **forcefully**. (modifies 'pushed')

Look at the table below for some helpful ways to distinguish between adjectives and adverbs:

Adjectives	Adverbs
They are describing words that can take any form.	They modify verbs, adjectives and other adverbs.
They modify or change nouns/pronouns.	They usually answer the 'how' questions in sentences. For example: How did the man walk? The man walked slowly .
They describe nouns and pronouns.	They will often end with 'ly'. For example: slowly, carefully, gently, skillfully

Examples of words being used as adjectives and adverbs:

- He was **sure** about his speech. (Adjective – describes 'he')
- In his speech, he spoke out **surely**. (Adverb – modifies 'speak out')
- Marai looked **nice** in her outfit. (Adjective – describes Marai)

- Marai spoke to her grandmother **nicely**. (Adverb – modifies ‘spoke’)
- The rice tastes **bland**. (Adjective – describes ‘rice’)
- The rice has been cooked **blandly**. (Adverb: modifies ‘cooked’)

Practice

Activity 1

Complete the following sentences by choosing the correct word.

1. Our school performed _____ (good /well) in the last exam.
2. The lady has not gathered _____ (near/nearly) enough flowers.
3. The model walked past the gentleman _____ (slow/slowly).
4. We have to go home as _____ (quick/quickly) as possible.
5. The children had a _____ (really/real) tough time in the exam.
6. Janet won the first prize _____ (easy/easily)

Activity 2

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

1. My flight will arrive **late**.
2. I will be watching the **late** movie.
3. Let us hurry to the **fast** food center.
4. It involves a great risk to drive too **fast**.
5. This exercise is **harder** than the previous one.
6. Please try **harder** the next time to get all the exercises correct.
7. *Jamboree* is a **daily** newspaper.
8. It is published **daily**.
9. *Wakeup Salone* is the **best** show on the radio.
10. Phones work **best** if they are used under water.

Lesson Title: Informal Letters – Persuasive	Theme: Writing
Practice Activity: PHL2-L021	Class: SSS 2



Learning Outcomes

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

1. Identify the features of an informal letter.
2. Identify different types of informal letters.
3. Use an outline to draft an informal letter.

Overview

An **informal letter** is a letter written to a friend, family member or a close relative. It is written for personal reasons. There are different types of informal letters.

Examples:

- Descriptive informal letters: Letters that describe an experience or a thing
- Persuasive informal letters: Letters that convince someone about something
- Narrative informal letters: Letters that describe something that happened

A persuasive informal letter includes the features of persuasive writing:

- It must have arguments for or against a topic.
- There should be reasons or evidence to support the arguments.
- There should be at least 2 arguments presented logically.

The content of the main body of an informal persuasive letter:

- Opening: Ask about the person's well-being; explain purpose of writing.
- Body: Make your arguments and give reasons as well as supporting evidence. This can have more than 1 paragraph.
- Closing: Summarise the reason for writing and wish them well.

Practice

1. Finish writing at least 2 main ideas for the letter. Topic: Persuade your mother to accept your sister's choice of groom.
2. Organise the main ideas of the letter using the outline given below.
3. Fill in the date, your address, salutation and your subscription ('yours sincerely', your name).

	<u>Your address</u>
	<u>Date</u> _____.
<u>Greeting (Dear, Dearest, Dear),</u>	
<u>Opening</u>	_____
<u>Body</u>	_____

<u>Closing</u>	_____
	<u>Yours sincerely,</u>
	<u>Your name.</u>

Self-check questions

- Have you filled in the address, date, salutation and subscription in the correct places as given in the outline?
- Do you have an opening and closing paragraph?
- Do you have at least 2 main ideas to persuade your mother?
- Have you decided on evidence or reasons to support your main arguments?

Lesson Title: Informal Letters – Persuasive	Theme: Writing
Practice Activity: PHL2-L022	Class: SSS 2



Learning Outcomes

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

1. Write a letter demonstrating correct usage of the features of an informal letter.
2. Use appropriate and relevant vocabulary when writing an informal letter.
3. Write a letter with correct grammar and spelling.

Overview

An **informal letter** is a letter written to a friend, family member or a close relative. It is written for personal reasons. There are different types of informal letters:

- Descriptive informal letters: Letters that describe an experience or a thing
- Persuasive informal letters: Letters that convince someone about something
- Narrative informal letters: Letters that describe something that happened

The following are some examples of how you can frame the opening paragraph:

- I hope you are well. I am writing to talk to you about Fiona’s engagement to Samuel.
- I received your letter last week and was happy to know that you are well. Mother, I must talk to you about Samuel, Fiona’s fiancé, whom I met yesterday.

The following are some examples of how you can build arguments in the letter:

- Even though you have been opposed to a groom from outside the city, you should know that Samuel understands Fiona’s lifestyle ...
- Moreover, Samuel is an ambitious and hardworking person. He is a self-made man who has accomplishments such as ...

The following list provides ideas for how to close a letter:

- I hope all these reasons provide you assurance about Fiona’s decision ...
- Fiona would be so happy if you acknowledged these qualities in Samuel ...

Look at the example outline below to see how the ideas can be put together:

<p>14 Main Street, Freetown.</p> <p>12th August, 2017</p>
<p>Greeting: Dearest Mother,</p> <p>Opening: I was glad and relieved to hear from you last week. Mother, I have been meaning to talk to you about Mark, Fiona’s fiancé, whom I met yesterday.</p> <p>Body: Main Idea 1: Mark came across as an absolute gentleman and is clearly in love with Fiona. He seems concerned about Fiona’s wellbeing and is also very enthusiastic about her future as an accountant. Main Idea 2: I heard all about Mark’s childhood. Though he grew up outside the city, his lifestyle and values match Fiona’s. Main Idea 3: He is a well-qualified man and is doing well for himself in law.</p> <p>Closing: I urge you to consider meeting Mark. At least call Fiona on the phone and speak with her. Give my regards to father.</p> <p style="text-align: right;">Yours sincerely, Abraham.</p>

Practice

Activity 1

Finish writing the persuasive informal letter that you started writing in class.

Activity 2

Write a second persuasive informal letter telling your friend to take up a sport as an extra-curricular activity. You can tell your friend the benefits of sport from your own experience.

Activity 3

Check your informal letters for the following:

- Do the letters have an address, date, salutation and sign off in the appropriate places?
- Do the letters have an opening paragraph?

- Do the letters present 2 or more arguments with enough reasons to support them?
- Do the letters have a closing paragraph?
- Are the grammar and spelling in the letters correct?
- Do the letters sound persuasive?

Lesson Title: Conjunctions	Theme: Grammar
Practice Activity: PHL2-L023	Class: SSS 2



Learning Outcomes

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

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

Overview

Conjunctions are words that link different parts of speech in a sentence.

Examples:

- She sings **and** dances.
- Those who like history **and** those who like reading will love this lesson.

Types of conjunctions

Coordinating conjunctions: They connect 2 or more words, phrases or clauses that are independent clauses without the conjunctions.

Examples:

- She **and** I stayed up all night reading.
- She pitched the ball **and** I swung my bat at it.
- I went to her house **but** she was not there.

Subordinating conjunctions: They connect a main sentence or clause with an incomplete sentence or clause.

Examples:

- It is very windy outside, **so** I brought you a jacket.
- **If** you give me some Leones, I can buy fruits for you.
- **In case** you do not see me in the classroom, find me here.

Correlative conjunctions: These are pairs of conjunctions that join equal parts of a sentence together.

Examples:

- **Whether** you stay here **or** go there, you will need to eat.
- **Not only** did he waste his money, **but also** spent more later.
- **As** you sow, **so** shall you reap.

Practice

Activity 1

Choose the correct conjunction in brackets to complete the sentence.

1. I will wait _____ (so/until) you return from town.
2. You can come to see me _____ (when/where) you are ready.
3. Victor will be in bed _____ (as/by) the time I return.
4. I will order his arrest _____ (while/as soon as) he steps into town.
5. Grandma will retire _____ (until/when) she is 60.
6. Complete the assignment _____ (so/before) you watch the movie.
7. Tom was eating _____ (during/while) Jerry was studying.
8. You can call on me _____ (when/whenever) you need my help.
9. Kindly respond to my message _____ (since/when) you receive it.
10. Go home _____ (when/while) you hear the bell.

Activity 2

Identify the type of conjunction used in each sentence.

1. **Both** Ada **and** Juliet received the scholarship.
2. He worked hard in class, **yet** he failed the test.
3. **As soon as** you get to his office, please give me a call.
4. Mr Davies does not care **whether** you are late **or** early.
5. He was given the invitation **but** he did not attend the party.
6. I will not leave this class **until** you complete the exercises.
7. Jonathan was selected, **for** he is the best in class.
8. **Neither** the pupils **nor** their teachers are in school.
9. He was talking on the phone **while** the teacher was teaching.
10. Peter studied for the exam **and** he was promoted.

Activity 3

Use each of the following words as conjunctions in a sentence.

1. If ... then
2. Since
3. Moreover
4. Provided that
5. All ... but

Lesson Title: Conjunctions	Theme: Grammar
Practice Activity: PHL2-L024	Class: SSS 2



Learning Outcomes

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

1. Define conjunctions and demonstrate understanding of their function in a sentence.
2. Identify conjunctions in a sentence.
3. Use conjunctions to form compound and complex sentences.

Overview

Conjunctions are words that link different parts of speech in a sentence.

Examples:

- She sings **and** dances.
- Those who like history **and** those who like reading will love this lesson.

Types of conjunctions

Coordinating conjunctions: They connect 2 or more words, phrases or clauses that are independent clauses without the conjunctions.

Examples:

- She **and** I stayed up all night reading.
- She pitched the ball **and** I swung my bat at it.
- I went to her house **but** she was not there.

Subordinating conjunctions: They connect a main sentence or clause with an incomplete sentence or clause.

Examples:

- It is very windy outside, **so** I brought you a jacket.
- **If** you give me some leones, I can buy fruits for you.
- **In case** you do not see me in the classroom, find me here.

Correlative conjunctions: These are pairs of conjunctions that join equal parts of a sentence together.

Examples:

- **Whether** you stay here **or** go there, you will need to eat.
- **Not only** did he waste his money, **but also** spent more later.
- **As** you sow, **so** shall you reap.

Conjunctions in complex or compound sentences

Compound sentences:

- Compound sentences consist of 2 or more simple and independent sentences.
- Independent clauses may be put together using a semicolon.

- Clauses are joined together by coordinating conjunctions or correlative conjunctions.

Examples:

- He is very intelligent, **yet** he scores low on examinations.
- **Not only** did she love Freetown, **but also** decided to buy a house there.

Complex sentences:

- Complex sentences consist of a main independent clause and a subordinate or dependent clause.
- They use subordinating conjunctions.

Examples:

- My dog refused to move **unless** I gave her food.
- **If** she does not come by bus, she will come by boat.

Practice

Activity 1

Select the correct word from the multiple-choice options to complete each sentence.

- Determined pupils go to school _____ it rains or not.
 - if
 - whether
 - though
- Sorie visits the temple _____ he goes to the village.
 - once
 - wherever
 - whenever
- I have to be at work early, _____ I have a lot of paperwork on my desk.
 - and
 - nor
 - for
- The lady is afraid of monkeys, _____ she loves the sight of them.
 - yet
 - and
 - nor
- Fatmata has an incredible voice; _____ she will exploit it in her music career.
 - otherwise
 - undoubtedly
 - similarly
- Candidates have to be at the centre on time; _____ they will be late for the exam.
 - nonetheless
 - otherwise
 - however
- I plan to visit Paris _____ in November _____ December.

- a. whether/or
 - b. either/or
 - c. as/if
8. _____ you are feeling happy _____ sad, always try to maintain a positive attitude.
- a. Either/or
 - b. Whether/or
 - c. When/are
9. She could not answer the question, _____ she was given a clue.
- a. as
 - b. though
 - c. when
10. Kadie has a computer _____ a phone.
- a. but
 - b. or
 - c. and
11. Nadia does not like to dance, _____ she is always in the club.
- a. yet
 - b. so
 - c. but
12. The parents are working hard; _____ their children are lounging by the pool.
- a. meanwhile
 - b. instead
 - c. therefore
13. Theresa likes to read; _____ her brother Thomas prefers to play football.
- a. in contrast
 - b. therefore
 - c. otherwise
14. Deborah hates the sight of flies _____ she will let them sit on her.
- a. nor
 - b. but
 - c. so
15. _____ had he gone to bed, _____ he realised the door was still open.
- a. Rather/then
 - b. Whether/or
 - c. No sooner/than

Activity 2

Write 3 compound sentences and 3 complex sentences using conjunctions.

Lesson Title: Reading Skills Development: Factual and Inferential Questions	Theme: Reading
Practice Activity: PHL2-L025	Class: SSS 2



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

After reading a text or a passage in the WASCCE, you will be asked comprehension questions. There are mainly 2 types of questions:

Factual questions ask you about facts from a text.

- They mostly ask ‘who’, ‘what’, ‘when’ and ‘where’ questions.
- The answer is explicitly given in the text.
- They can have only 1 answer.
- Example: When did John graduate from college?
Answer: John graduated from college in May 2016.

Inferential questions ask you to infer, deduce or make a conclusion from a text.

- They mostly ask ‘how’ and ‘why’ questions.
- Answers require context clues and inference.
- Answers are not explicitly given in the text.
- Answers are supported by evidence in the text.
- There can be more than 1 answer.
- Example: Why do you think Cynthia cried when she read the letter?
Answer: Cynthia had been missing her father and got emotional when she read his letter.

Practice

Activity 1

Read the following text and answer comprehension questions on it. Identify whether each question is factual or inferential.

Into the Forest¹

Jojo and I had been planning a trip into the forest for a while. So, when some friends invited us to accompany them the coming weekend, we accepted the invitation. Our mission was to find some dry wood. On a fine Saturday morning, we left for the

forest. It took us more than half an hour into the forest to find this essential commodity. We went into action, each cutting our own branches.

We had barely started when I heard a shriek. "Goodness!" It was Jojo. She said that she felt something lifting her from below the ground. This sounded strange and I went closer to examine the ground. It appeared level and was only full of dry leaves. Mockingly, I asked her to return to work. I even added that her phobia about the forest was making her see things that were not there. Just to prove that to her, I struck the ground with my cutlass. But before I could leave, we noticed blood trickling out of the cut on the ground and we hurried away.

Standing a few feet away, our jaws wide open, we saw a writhing movement. Gradually, a curled creature stretched into full length of about three and a half feet. The splendid design of the skin became visible and it started to move away from us. It had probably received a deep cut from the cutlass. Its pace was decreasing with every effort to crawl on while it lost more blood.

Someone urged me to release the creature from its misery, but I could not strike it again. We left immediately, everybody going back to the usual chitter-chatter on our long walk back. But I was unusually somber. I was haunted by the guilt of an unintended murderer for many days after.

Comprehension questions

1. Why did the writer and Jojo go to the forest?
2. How long did it take for them to find a tree with dry wood?
3. Read this line from the second paragraph: 'This sounded strange and I went closer to examine the ground.' Why did the writer find this 'strange'?
4. Why were their 'jaws wide open' in the third paragraph?
5. What does the writer mean by 'release the creature from its misery'?

Activity 2

From the text, write a factual and an inferential question of your own and answer them in your exercise book.

Activity 3

Given below is a list of words. Find a synonym (a word with the same meaning) from the passage for each of these words.

1. magnificent
2. gloomy
3. flat
4. squirming
5. necessary
6. goal
7. hit

Activity 4

Given below is a list of words from the passage. Find an antonym (a word with the opposite meaning) for each of these words.

1. accepted
2. gradually
3. visible
4. release
5. misery
6. unintended

Activity 5

Given below are sentences from the passage. Choose a word from the brackets that can replace the bold words without changing the meaning of the sentence.

1. Our **mission** was to find some dry wood. (goal/idea)
2. We had **barely** started when I heard a shriek. (not/just)
3. We had barely started when I heard a **shriek**. (scream/sound)
4. But I was unusually **somber**. (frustrated/gloomy)

¹ This passage is adapted from WAEC English Language Examination, 2011.

Lesson Title: Reading Skills Development: Factual and Inferential Questions	Theme: Reading
Practice Activity: PHL2-L026	Class: SSS 2



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

In the WASCCE, you will be asked to read a passage and answer comprehension question on it. There are 2 types of questions:

Factual questions ask you about facts from a text.

- They mostly ask ‘who’, ‘what’, ‘when’ and ‘where’ questions.
- The answer is explicitly given in the text.
- They can have only 1 answer.
- Example: Did Germany win the football World Cup in 2014?
Answer: Yes, they did.

Inferential questions ask you to infer, deduce or make a conclusion from a text.

- They mostly ask ‘how’ and ‘why’ questions.
- Answers require context clues.
- Answers are not explicitly given in the text.
- Answers are supported by evidence in the text.
- There can be more than 1 answer.
- Example: Why do you think Germany won the football World Cup in 2014?
Answer: Germany was probably the strongest team in terms of fitness and ability. Their players also seemed to work well as a team.

Practice

Activity 1

Read the following passage and answer the comprehension questions on it. Determine whether the questions are factual or inferential.

Dr Akide¹

My aunt used to always say that one should not undermine people. That nobody should be written off as a failure until they have died. Dr David Akide’s life drives this point home. In primary school, he was one of the weakest in class. Right from the

second grade, he was the butt of most of our jokes. Whenever the teacher asked him a question, most of us waited eagerly to have a good laugh. But we all admired him for two things. For one thing, he was a complete southpaw. He wrote with his left hand and we found that intriguing. Secondly, he endured all of our jokes cheerfully and sometimes referred to himself as 'Mr Why Hurry'. Always sociable, he was a friend to everybody who came close enough.

Not surprisingly, we left him behind in primary school as he could not get admitted to any secondary schools. I remember missing him initially but soon lost all contact with him. None of the classmates with whom I was closely associated ever mentioned meeting with him. As far as most of us were concerned, David had faded away into obscurity. I imagined that he must have ended up in one of those simple vocations since he was good in handicraft, at least.

Then, a few months ago, 38 years after I last saw him in primary school, while I was watching a 9 o'clock television network programme, I saw David being interviewed by a team of reporters. He was introduced as a specialist surgeon who had made his mark in heart surgery in the nation's leading teaching hospital. The questions were on his recent feat of successfully correcting an extremely complicated abnormality in the heart of a patient. The patient had fully recovered and was now back in his vocation as a mechanic.

I was amazed and pleasantly surprised. As I found out later, he had experienced a surge in his intellectual prowess late in his secondary school career. After that, he had easily zoomed into and through university as a medical student. Thereafter, it had been one major achievement after another for him in his chosen field.

Comprehension questions

1. Why did the pupils in primary school eagerly wait to 'have a good laugh' when the teacher asked David a question?
2. When did the writer lose all contact with Dr Akide?
3. Why was Dr Akide being interviewed on television?
4. Do you think the writer is impressed with Dr Akide and his achievements? Give a reason for your answer.

Activity 2

Make 1 factual and 1 inferential question of your own from the passage. Answer the questions in your exercise books.

Activity 3

Given below are some words from the passage. Find a synonym (a word or phrase with the same meaning) for each of the words.

1. undermine
2. written off

3. eagerly
4. sociable
5. obscurity
6. associated
7. complicated
8. intriguing

Activity 4

Given below are some words from the passage. Find an antonym (a word or phrase with the opposite meaning) for each of the words.

1. failure
2. weakest
3. admired
4. intriguing
5. admitted
6. complicated

Activity 5

Read this phrase from the fourth paragraph: ‘...zoomed into and through university as a medical student’.

Which figure of speech has been used here? What does it mean?

Activity 6

Read the following sentences from the first passage and identify the literary device used. Also determine their meaning in the passage.

1. ‘Dr David Akide’s life drives this point home.’ (First paragraph)
2. ‘He was introduced as a specialist surgeon who had made his mark in heart surgery in the nation’s leading teaching hospital.’ (Third paragraph)

¹This passage is adapted from WAEC English Language Examination, 2014.

Lesson Title: Formal Letter – Letter of Complaint	Theme: Writing
Practice Activity: PHL2-L027	Class: SSS 2



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.

Overview

A **formal letter** is a letter written to authorities or to your seniors in a formal tone.

The features of a formal letter are as follows:

- Written to people in authority: chairmen, principals, governors, directors
- Written in a formal tone
- Different types:
 - Letters of complaint: to make a formal complaint about something
 - Letters of request: to request something
 - Application letters: for university/job/scholarship applications

When writing a formal letter, you should remember the following components:

- If the writer's address is punctuated, the recipient's should be as well.
- The subject of the letter should either be in heading case (LIKE THIS), or in title case. If it is in title case, it should be underlined (Like This).
- The body of the letter has 3 parts:
 - Introductory paragraph: 1 to 2 sentences explaining what the letter is about
 - Main ideas: You should have at least 2 main ideas to support your topic. Main ideas should be organised by paragraphs.
 - Closing paragraph: Suggestions, recommendations and request to take action

The following is an outline of a formal letter:

	Writer's address. Date.
Recipient's address.	
Salutation (Dear Sir/Madam),	
Subject (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	
	Yours faithfully, Signature, Your name, Your position/appointment.

Practice

1. Complete the outline of a complaint letter in your exercise book, using the model above. Include the main ideas you wrote in class.
2. Also include the following:
 - The writer's and recipient's addresses
 - Date
 - Salutation
 - Subject of the letter
3. Check your outline to see if you have included the following:
 - An introductory paragraph
 - At least 2 main ideas for your complaint
 - Reasons and evidence to support each of your main ideas
 - A closing paragraph with a call to action

Lesson Title: Formal Letter – Letter of Complaint	Theme: Writing
Practice Activity: PHL2-L028	Class: SSS 2



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.

Overview

A **formal letter** is a letter written to authorities or to your seniors in a formal tone.

The features of a formal letter are as follows:

- Written to people in authority: chairmen, principals, governors, directors
- Written in a formal tone
- Examples of different types:
 - Letters of complaint: to make a formal complaint about something
 - Letters of request: to request something
 - Application letters: for university/job/scholarship applications

When writing a formal letter, you should remember the following components:

- If the writer's address is punctuated, the recipient's should be as well.
- The subject of the letter should either be in heading case (LIKE THIS), or in title case. If it is in title case, it should be underlined (Like This).
- The body of the letter has 3 parts:
 - Introductory paragraph: 1 to 2 sentences explaining what the letter is about.
 - Main ideas: You should have at least 2 main ideas to support your topic. Main ideas should be organised by paragraph.
 - Closing paragraph: Suggestions, recommendations and request to take action

Practice

Activity 1

Finish writing your letter of complaint if you did not do so during the lesson.

Activity 2

Write another letter of complaint to the water supply officer in your municipality about the irregular and dirty supply of water in your community. You can use the outline provided in L027 to organise your main ideas.

Activity 3

Self-check questions

Check your formal letters to ensure that they include the following:

- Your address and the recipient's address
- The date
- The subject of the letter
- An introductory paragraph which explains the problem in brief
- The body of the letter consisting of at least 2 main ideas
- Main ideas that are well connected and organised by priority
- A closing paragraph with a call to action
- A subscript (Yours faithfully), with your signature, name and designation.

Lesson Title: Vocabulary Development: Traditional Religion	Theme: Reading
Practice Activity: PHL2-L029	Class: SSS 2



Learning Outcomes

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

1. Use general vocabulary associated with the field of traditional religion.
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 Traditional Religion. When reading about religion, pay attention to and remember new words that you have learnt to help you understand a given passage.

The following are some words related to the topic:

- Traditional religions: Ethnic religions that are passed down through oral culture, usually practised by tribes and minority groups
- Spirit: The non-physical part of a person considered to control the soul and emotions
- Divination: The art of foretelling future events
- Ritual: A ceremony comprising a series of performed actions according to a tradition

Practice

Read the following passage and then complete the activities below. Words related to traditional religion are in **bold**.

The African Supreme Being and Creation¹

Africa is a continent with an **indigenous** population made up of hundreds of tribes and a huge variety of languages. Each group has its own **mythology**. However, from an anthropological perspective, colonialism has ‘infected’ these mythologies with ideas and images coming from foreign-based religions.

Still, there are certain general characteristics that can be associated with the mythologies of Africa. These include: the withdrawn presence of a **creator**, the earth often personified as the creator’s wife, the creative but sometimes disruptive actions of culture heroes and tricksters, and the **preponderance** of animals.

Most African tribes have a creation myth involving a **supreme being**, either male or female. Many of these supreme beings are parts of **myths** in which the creator retires or simply absents himself from his creation in disgust. The southwestern

Nigerian Yoruba creator is Olorun, who left creation to an **underling** and then remained removed from humanity, leaving the Earth to **spirits** known as orishas.

The Bushman creator, Mantis, lived with his human creations in the beginning, but human foolishness so bothered him that he abandoned the world, leaving universal hunger behind. Nyambe, the creator of Zambia, became so disgusted by the fact that humans ate their fellow animals that he retired to a mountaintop. The humans constantly try to find Nyambe, but he stays away.

Other creators are challenged by rivals. The Ijaw of Nigeria have a female creator, Woyengi, who was angered by a woman named Ogboinba, who overstepped the boundaries set by the **goddess** at creation. The West African Ashanti high god Nyame had his creative work undermined by a famous **trickster**.

Activity 1

Look at the list of words below. Find a word or phrase from the passage that has the same meaning in the given context.

1. god
2. maker
3. legends
4. existence in large numbers
5. subordinate

Activity 2

Given below are sentences that include vocabulary from the passage. Select the sentence in which the word has the same meaning as it does in the passage.

1. Spirit:
 - a. The desperate father called to the spirits to take care of his children while he was away.
 - b. My examination went off very well and now I am in high spirits.
2. Creator:
 - a. The creator of Burj Khalifa, the highest building in the world, had been planning the construction for over 12 years.
 - b. All living beings, including animals, were deemed equal in the eyes of the creator.
3. Myth:
 - a. The idea that the HIV virus is spread through sharing food with someone is only a myth.
 - b. The Greek myth about Aphrodite talks about her beauty but also of her jealous streak.

Activity 3

Given below are some words from the passage. Find synonyms for each of these words.

1. indigenous
2. variety
3. perspective
4. derived
5. characteristics
6. withdrawn
7. personified
8. disruptive
9. aloof

Activity 4

Given below are sentences from the passage. Replace the word in bold with an option from the bracket to keep the meaning of the sentence the same.

1. Colonialism, from an anthropological perspective, has '**infected**' these mythologies with ideas and images derived from foreign-based religions. (contributed to/adulterated)
2. There are certain general characteristics that can **reasonably** be associated with the mythologies of Africa. (directly/fairly)
3. The Bushman creator, Mantis, lived with his human creations in the beginning, but human foolishness so **bothered** him that he simply abandoned the world, leaving universal hunger behind. (angered/troubled)
4. Other creators are challenged by **rivals**. (enemies/competitors)

¹ Leeming, D. A. (2014). African Religions and Beliefs. In *The Handy Mythology Answer Book* (p. 10-0). Visible Ink Press. Adapted September 7, 2017, from <https://newsela.com/read/lib-african-mythology/id/34030/>.

Lesson Title: Vocabulary Development: Traditional Religion	Theme: Writing
Practice Activity: PHL2-L030	Class: SSS 2



Learning Outcomes

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

1. Use general vocabulary associated with the field of traditional religion.
2. Complete a text on the topic using appropriate vocabulary.

Overview

The WASSCE examination tests your knowledge of general vocabulary. One of the areas tested is Traditional Religion. When reading about religion, pay attention to and remember new words that you have learnt to help you write about the topic.

The following are some new terms related to traditional religion:

- Deity: A supernatural being such as a god or a goddess with supernatural powers
- Animism: The belief that all things on earth have a soul
- Cult: A religious group with its own special system of beliefs
- Charm: A piece of jewelry worn to attract desirable things such as wealth and happiness
- Amulet: A piece of jewelry worn to protect from danger and evil
- Shrine: A holy place where one can worship and connect with their god

Below are some words which you learnt in the previous lesson:

- Traditional religions: Religions that are passed down through oral culture, usually practised by tribes and minority groups
- Spirit: The non-physical part of a person considered to control the soul and emotions
- Divination: The art of foretelling future events
- Ritual: A ceremony comprising a series of performed actions according to a tradition
- Indigenous: Native; something that originally belongs to a particular place
- Creator: A mythological god who makes the world or parts of it
- Supreme being: The highest of all living beings; the most powerful gods
- Trickster: A character in myths who disobeys normal rules and tricks people, sometimes to teach them a lesson

Practice

Activity 1

Fill in the blanks in these following sentences with appropriate words or phrases from the word bank.

divine	shrine	ritual
spiritual	prayed	faith

1. In some communities in Asia, people have _____ in many gods.
2. Isata wanted to do well in her exams and she _____ that the questions would be easy.
3. Only _____ intervention can save that patient who is on the verge of dying.
4. When we fast, we have a _____ where we eat only after offering prayers to the moon.
5. The _____ is the only place where I can focus on my prayers without disturbance.
6. Unisa is _____. He meditates often to be more in touch with his soul.

Activity 2

Make a sentence with each of these words in your exercise book:

1. polytheism
2. mythology
3. deity
4. spiritual
5. cult
6. amulet
7. shrine

Lesson Title: Vocabulary Development: Ceremonies	Theme: Reading
Practice Activity: PHL2-L031	Class: SSS 2



Learning Outcomes

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

1. Use general vocabulary associated with the field of ceremonies.
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 ceremonies. When reading about ceremonies, pay attention to and remember new words that you have learnt to help you write about the topic.

The following are important words to familiarise you with the topic:

- **Ceremony:** A set of social, cultural or religious acts when celebrating or marking a special event.
Example: The graduation ceremony had the principal, the teaching staff, the pupils and their parents in attendance.
- **Culture:** The ideas, customs and social behaviour of a particular people or society.
Example: In Middle Eastern cultures, guests are welcomed with a cool drink, dates and fruits.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Naming Ceremonies

In a village not far from Kabala, a young woman wrapped little Lucy in a white cotton cloth. Lucy, unaware of the significance of this day, cried as her mother took her to the ceremonial tent outside their house. It was Lucy's seventh day in this world, an **auspicious** day in the Creole **culture**, when the baby is named in a ceremony called '**pull na do**' (bring out of doors). Family members, relatives and **well-wishers** from the neighbourhood gathered to mark Lucy's pull-na-do and see her for the very first time. Later, they would enjoy a **feast** of chicken and rice, which would then be left on the floor overnight for the spirits of deceased.

Naming ceremonies around the world help us learn about different cultures. Among the Akan people of Ghana, the parents of the baby wait for eight days after the child is born to confirm that the child has indeed come to stay and will not return to the

world of the **ancestors**. The baby is named either after an ancestor, the day of the week when he or she was born, or based on the circumstances surrounding his or her birth.

Among the Yoruba people of Nigeria, members of the **community** can also contribute to or pay a token to choose a name for the baby. An elder relative or a grandparent **presides** over the ceremony. **Prayers** are offered with **traditional** items such as dried fish, palm oil, honey, kola nut, salt and water. In other areas of Nigeria, a traditional healer decides whether or not the baby is a **reincarnation** of a deceased ancestor and names the child after that ancestor.

Another interesting **custom** is that of 'Sifudu'. In South Africa, the Umtata people have a **ritual** where they hold the baby with its face down and pass it around a fire in the middle of the room. They burn the leaves of the Sifudu tree which gives off an unpleasant odour. They believe that this **rite of passage** ensures the health and wellbeing of the child.

Comprehension questions

1. What happens at the 'pull na do' ceremony?
2. Why do the Akan people of Ghana wait for 8 days before naming the child?
3. Why do the Umtata people pass the baby around a fire?

Activity 2

Given below are some words. Find a word or phrase from the passage which is a synonym or has a similar meaning.

1. supervises
2. repulsive
3. traditional practice
4. importance
5. predecessors
6. dead

Activity 3

Given below are sentences from the passage. Replace the word in bold with a word from the brackets without changing the meaning of the sentence.

1. Lucy, unaware of the **significance** of this day, cried as her mother took her to the makeshift tent outside their house. (celebration; importance)
2. Family members, relatives and well-wishers from the neighbourhood gathered to **mark** Lucy's pull-na-do and see her for the very first time. (celebrate; observe)
3. The parents of the baby wait for 8 days after the child is born to confirm that the child has indeed come to **stay** and will not return to the world of the ancestors. (visit; live)

4. The baby is named either after an ancestor, the day of the week when he or she was born, or based on the **circumstances** surrounding his or her birth. (things; events)
5. Another **peculiar** custom is that of 'Sifudu'. (unique; strange)

Activity 4

In the next lesson, you will describe a wedding that you have seen in your community. Ask your parents and relatives about the following and write the main points and ideas in your exercise books:

1. The rituals in the wedding ceremony
2. The role of the relatives and friends
3. Traditional decorations
4. Traditional food
5. Traditional dresses worn for the wedding

Lesson Title: Vocabulary Development: Ceremonies	Theme: Writing
Practice Activity: PHL2-L032	Class: SSS 2



Learning Outcomes

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

1. Use general vocabulary associated with the field of ceremonies.
2. Write a text on the topic using appropriate vocabulary.

Overview

The WASSCE examination tests your knowledge of general vocabulary. One of the areas tested is Ceremonies. Weddings are an example of a type of ceremony practised around the world.

The following are some basic terms used to describe the people present at weddings:

- Bride: The woman getting married
- Bridegroom/Groom: The man getting married to the bride
- Spouse: One's husband or wife
- In-laws: The spouse's family. Example: mother-in-law, brother-in-law
- Ancestors: All the people from previous generations of your family
- Bridal party: The group consisting of the bride, her nuclear family, relatives and close friends
- Groomsmen: The brothers, male relatives and close friends of the groom
- Well-wishers and guests: People who attend weddings to give their blessings to the married couple

You can also use the vocabulary learnt in the previous lesson in your writing:

ceremony	auspicious	rite of passage	tradition	community
culture	feast	ancestors	custom	ritual

Since you will describe a wedding ceremony, this will be a **descriptive text**. The main features of a descriptive text are as follows:

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

You should organise your text into 3 main parts:

Introductory paragraph

It can introduce the setting of the wedding, the decorations, the people, the bride

Main body

Descriptions of things such as:

- Location and décor
- Bride's and groom's outfits
- Outfits of wedding guests
- Rituals in the wedding ceremony
- Food and drink
- Music, dance and other celebration
- Mood of the people and guests

Closing paragraph

It can describe how the wedding ceremony ends or what happens when the bride or the groom goes to the in-laws' house.

Practice

Activity 1

1. Finish writing about the wedding ceremony in your community if you did not finish it during the lesson.
2. Underline any new vocabulary you may have used in your writing.
3. Read your text once again to check if you included the following:
 - A suitable title for your text
 - An introductory paragraph
 - Details of decoration, clothes, rituals, food and other celebration
 - A closing paragraph
 - Correct grammar and spelling
 - Correct vocabulary related to ceremonies

Activity 2

Complete the following sentences with words from the word bank.

well-wishers	practice	bridal party
ceremony	in-laws	community

1. The _____ was dressed in white and red.
2. The groom took blessings from his new wife's family. After all, they were now his _____.

3. Apart from nuclear family, _____ from the _____ also came to Sayid's house to see his new bride.
4. During the wedding party, it is a common _____ for the brothers of the bride to pick up the bride on their shoulders.
5. The children were allowed to celebrate but not interfere or make noise during the actual _____.

Lesson Title: Punctuation – Inverted Commas	Theme: Grammar
Practice Activity: PHL2-L033	Class: SSS 2



Learning Outcomes

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

1. Read punctuation with appropriate expression and intonation.
2. Use inverted commas correctly when writing.
3. Write a text using appropriate punctuation.

Overview

Inverted commas are a kind of punctuation used to show quotes. They are so called because they look like commas that are upside down. There are 2 types:

Single inverted commas: ‘ ____ ’. They are used to:

- Quote someone using direct speech.
Example: ‘I will never speak with you again’, she said.
- Give titles of shorts works, television programs and radio shows.
Example: ‘Love’ is a book by Pablo Neruda.
- Express irony or scorn
Example: It is so cold and you call this ‘a glorious summer’?
- For technical terms
Example: These inverted commas are also called ‘quotation marks’.

Double inverted commas: “ _____ ”. They are used to:

- Place quotes inside quotes.
Example: ‘She told me she wanted to watch “Singing in the Rain”’, said Sally.

Sometimes, you may see the roles of the single and double inverted commas written differently. This is because they are used differently in American and British English. However, in Sierra Leone it is more common to follow British English.

There are some rules on how to use **other punctuation marks** with inverted commas.

Commas:

- Mostly, commas appear outside the inverted commas.
Example: ‘I have never seen it rain so much’, she said.
- When breaking a quote into 2 parts, the first comma appears inside the quote:
Example: ‘Violence,’ said Gandhi, ‘only breeds further violence’.

Full-stops:

- They appear outside the inverted commas.
Example: The receptionist greeted us, 'Welcome to the Mountview Resort'.

Exclamation marks and question marks:

- They appear inside the quote if they are part of the quote.
Example: 'Will the train not depart on time?' she asked.
- They appear outside the quote if they are not part of the quote.
Example: How dare she say, 'You are not good at your job'!
Example: Did the librarian say they have a copy of 'Kane and Abel'?

Using uppercase letters:

- Quotes begin with uppercase letters when the whole quote is a sentence in itself.
Example: 'Run along, my dear', she said.
- Quotes do not begin with capital letters if only a part of the quote is used.
Example: Doris said you are 'an obsessive control freak'.
- When a quote is broken into 2 parts, the second part does not start with an uppercase letter.
Example: 'Why is it,' he asked, 'that all intelligent people are also stubborn?'

Practice

Activity 1

Punctuate the following paragraph with inverted commas.

Madam, thank you for calling me for this interview, Hassan sounded excited. I really think I would be a good fit for this job. You are welcome. Please tell me where you heard about this vacancy, Ms. Amara inquired. I heard the advertisement on the radio show All About Today, he replied. The presenter of the show called it a one in a million opportunity.

Activity 2

Punctuate the following sentences with inverted commas.

1. Have you seen that movie, The Great Dictator?
2. Lisa thinks her dismal painting is actually a work of art.
3. Where were you? Jonathan asked me. We looked for you everywhere!
4. You were the one, I replied, who insisted I can make my own dinner.
5. The phase transition from liquid to solid is called freezing, our professor told us.

Activity 3

Given below are 2 versions of the same sentence with inverted commas in different places. Select the correct one.

1. a. 'Hello dear!' he said. 'Are you new here?'
b. 'Hello dear! he said. 'Are you new here?'
2. a. 'If you had asked me to marry you, I would have said something like, "Not in a million years!"' she told him.
b. 'If you had asked me to marry you, I would have said something like, Not in a million years!' she told him.
3. a. I am surprised that Yannoh called this project 'mission impossible!'
b. I am surprised that Yannoh called this project mission impossible!

Activity 4

Add inverted commas and other appropriate punctuation marks to these sentences.

1. Attack commanded the general
2. Come here said grandmother I want to see how much you have grown
3. Run shouted the thieves The police are coming
4. I think he said Charles is responsible for maintaining this budget she told him
5. Oh wow What a beautiful dress my friend exclaimed Is it new

Lesson Title: Reading Skills Development: Substitution of Words	Theme: Reading
Practice Activity: PHL2-L034	Class: SSS 2



Learning Outcomes

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

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

Overview

In the WASSCE, you must read a passage and then find words that can substitute for words from the passage. **Synonyms** are words or phrases that have almost, if not completely, the same meaning. Examples:

- Large: huge, big, enormous, gigantic, massive, vast, titanic, great
- Bad: evil, wicked, improper, horrible, spoiled

Although these words have similar meanings, they can only substitute each other if they fit the context.

- Sentence: He took a **large** bite from my burger.
Incorrect substitution: He took a **vast** bite from my burger.
Correct substitution: He took an **enormous** bite from my burger.
- Sentence: Cinderella had an **evil** stepmother.
Incorrect substitution: Cinderella had a **spoiled** stepmother.
Correct substitution: Cinderella had a **wicked** stepmother.

When substituting, the new phrase or word should never change the meaning of the sentence. The new word should replace the old word without changing the sentence construction.

Practice

Activity 1

Read the following passage aloud and do the practice activities.

Born Beneath the Waves¹

Aphrodite was the daughter of Zeus and a sea-nymph named Dione. Aphrodite is the goddess of love and beauty. Dione gave birth to Aphrodite **beneath** the waves, but Zeus, being the king of heaven, **forced** Aphrodite to **rise** from the ocean-depths to the **peak** of Mount Olympus. There she was able to breathe heavenly air and live with the other heavenly gods.

Aphrodite had a great and tender love for the child Adonis, who was famously handsome. He was a motherless baby whom Aphrodite **protected** by placing him in a chest. She put him in the care of her sister, Persephone, who also fell in love with the **beautiful** child. When Persephone **refused** to return Adonis to Aphrodite, Zeus had to decide which foster mother would get to keep him. He decided that Adonis should spend four months of every year with Persephone, four with Aphrodite, and the last four on his own. However, Adonis chose to be with Aphrodite for the extra four months.

Later, he was killed by a wild boar during a hunt, and in her **deep sadness** Aphrodite cried out to Hades, the youngest brother of Zeus and the god of the underworld. Feeling **sorry** for her, Hades let Adonis come back to life and live with Aphrodite for six months every year. The remaining half of the year Adonis spent in the underworld.

Activity 2

Replace the **bold** words in the following sentences with one of the words given, so as not to change the meaning of the sentence:

1. Oh! You **broke** the vase! (shattered/ruptured)
2. That meditating man looks supremely **calm**. (unruffled/peaceful)
3. Taming a wild animal is a **dangerous** task. (uncertain/perilous)
4. Hemingway is a **well-known** writer. (famous/popular)
5. I **despise** people who are selfish. (loathe/disapprove)
6. Your paper on genetics is **captivating**. (inspiring/engaging)
7. What is the **plan** for tonight's party? (arrangement/plot)

Activity 3

Read the paragraph given below. Substitute the bold words with new words without changing the meaning of the paragraph.

I cannot **guarantee** that you will find this job **easy**. There will be some **issues** that you will **encounter**. In fact, your **profession** requires that you **maintain** a **cool disposition** when dealing with **challenges**. However I am **sure** that you will do a **great** job.

¹ Berens, E. (2016, October 17). Myths and Legends: Aphrodite, Greek goddess of love and beauty. Adapted September 7, 2017, from <https://newsela.com/read/myths-aphrodite/id/21265>.

Lesson Title: Vocabulary Development: Synonyms and Antonyms	Theme: Reading
Practice Activity: PHL2-L035	Class: SSS 2



Learning Outcomes

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

1. Define synonyms and antonyms and demonstrate understanding of their function in a sentence.
2. Identify synonyms and antonyms of selected words.
3. Use context clues and inference to determine the meaning of synonyms and antonyms in a text.

Overview

Synonyms are words that have similar or the same meanings.

Example: scared, petrified, afraid, terrified

Antonyms are words that have opposite meanings.

Example: tall – short; spendthrift – miser; create – destroy; forcefully – gently

There are different types of antonyms:

- For some words, the antonym is formed by adding a prefix to the word:

Words	Prefix	Antonyms
interested, satisfied	dis-	disinterested, dissatisfied
balance, mature	im-	imbalance, immature
convenient, valid	in-	inconvenient, invalid
regular, relevant	ir-	irregular, irrelevant
authorised, necessary	un-	unauthorised, unnecessary

- For some words, the antonym is formed by dropping the last syllable and adding the suffix ‘-less’:

careful	careless
helpful	helpless
powerful	powerless

- Most antonyms are different words. Example: mild – harsh, cheerful – gloomy.

To be able to substitute words in a reading passage, one must be able to identify the correct synonym or antonym for a given context.

Example: The teacher gave the pupil a **harsh** punishment.

Incorrect antonym: The teacher gave the pupil a **gentle** punishment.

Correct antonym: The teacher gave the pupil a **mild** punishment.

Practice

Read the following passage and do the practice activities.

Chinese Caves¹

Starting about 1,700 years ago, **deep** in the Gobi Desert, monks and merchants began to **carve** caves into the sides of cliffs. The **spectacular** caves they made and **decorated** have **survived** countless dangers over the centuries. Today the caves are facing a new source of danger: **modern** tourists. With **bulky** backpacks and **hot, humid** breath, the tourists represent a real **threat** to the Mogao Grottoes in north-western China. The paintings in the caves are a **window** into life on the Silk Road, the **extensive** trade routes that connected Europe and Asia. They are victims of their own **popularity**. To **preserve** the caves and paintings, Chinese experts at the Dunhuang Academy partnered with the Getty Conservation Institute in Los Angeles. The two groups have put a **long-term** plan in place to **protect** the treasures of Mogao and introduce them to a **wider international** audience.

Activity 1

Match the words on the left with the appropriate synonym on the right.

- | | |
|-----------------|-------------|
| 1. ambiguous | a. persist |
| 2. appease | b. serious |
| 3. calamity | c. valid |
| 4. civil | d. disaster |
| 5. astonish | e. surprise |
| 6. timid | f. vague |
| 7. advantageous | g. cowardly |
| 8. persevere | h. useful |
| 9. reasonable | i. pacify |
| 10. grave | j. polite |

Activity 2

Read the sentences. Replace the word in bold with another word without changing the meaning of the sentence.

1. Even though she loves him, he despises his sister.
2. Fudia looks gloomy ever since she lost in the competition.
3. After the psychology class, there was much discourse about how to do the project work.
4. The skill of these artisans is exceptional, and you will find their work magnificent.
5. I would not intervene in their personal problems if I were you.
6. This is an appropriate time to buy a new house since your finances are in order.
7. The hostel warden examined the girls to see if they had left without permission.

Activity 3

Match the words on the left with the appropriate antonym on the right.

- | | |
|-------------|--------------|
| 1. persuade | a. often |
| 2. absent | b. brilliant |
| 3. offend | c. present |
| 4. seldom | d. dissuade |
| 5. calm | e. superior |
| 6. graceful | f. sickly |
| 7. inferior | g. restless |
| 8. cheap | h. clumsy |
| 9. dull | i. appease |
| 10. healthy | j. expensive |

Activity 4

Replace the **bold** words in the following sentences with an appropriate antonym from the options given in brackets, such that the meaning of the sentence changes:

1. If you want to be **civil**, learn your table manners. (impolite/ignored)
2. Do we have **adequate** groceries for the week? (enough/insufficient)
3. By winning this trophy, you have brought **glory** to our house. (shame/anxiety)
4. Can you please give me the **exact** time you want to meet? (approximate/precise)
5. She is a **famous** superstar with many rumours about her. (notorious/forgotten)
6. Through your shoddy work, all you have done is **anger** me. (calm/please)
7. Your condition needs an **excessive** amount of salt in the diet. (moderate/some)

¹ China's ancient caves may become victims of their own popularity. (2014). Los Angeles, CA: Los Angeles Times. Adapted September 7, 2017, from <https://newsela.com/read/temple-tourists/id/5487>.

Lesson Title: Vocabulary Development: Synonyms and Antonyms	Theme: Writing
Practice Activity: PHL2-L036	Class: SSS 2



Learning Outcomes

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

1. Define synonyms and antonyms and demonstrate understanding of their function in a sentence.
2. Identify synonyms and antonyms of selected words.
3. Write a text using appropriate synonyms and antonyms.

Overview

Synonyms are words that have similar or the same meanings.

Example: scared, petrified, afraid, terrified

Antonyms are words that have opposite meanings.

Example: tall – short; expensive – cheap; create – destroy; forcefully – gently

When replacing a word in a text with an antonym or synonym, it must fit into the context of the sentence. Example:

- Sentence 1: The king **dismissed** his minister from the court.
- Sentence 2: The employer **dismissed** Mr Akide from office.

In sentence 1, ‘dismissed’ means that the king asked his minister to leave for the time being. In sentence 2, the employer fired Mr Akide. So, the same word can have multiple meanings in different contexts.

Read the following paragraph:

Modern science **encourages** people to consume a **hearty** breakfast. Scientists claim that it **increases** metabolism and **motivation** in working people. **Consuming** proteins and fruits is like an **antidote** for most ailments.

Now, observe how the words are replaced with synonyms which keep the meaning of the paragraph the same:

Modern science **urges** people to consume a **large** breakfast. Scientists claim that it **raises** metabolism and **drive** in working people. **Ingesting** proteins and fruits is like **medicine** for most ailments.

Practice

Activity 1

Match the words on the left with the synonyms on the right.

1. qualifications a. visible

- | | |
|---------------|----------------|
| 2. certain | b. credentials |
| 3. sympathy | c. humour |
| 4. torment | d. compassion |
| 5. trust | e. believe |
| 6. apparent | f. similar |
| 7. declined | g. refused |
| 8. comparable | h. sure |
| 9. wit | i. worth |
| 10. value | j. torture |

Activity 2

Make sentences using the following antonym pairs. Each sentence should use both words.

- gather – scatter
- eager – reluctant
- happiness – misery
- friendly – hostile
- arrogant – proud

Activity 3

Fill in the blanks in the following sentences with either an antonym or synonym of the bold word from the parentheses. Select the word that best fits the context of the sentence.

- The understudy wanted to **copy** the actress, so she _____ her facial expressions. (imitated/ignored)
- Birds are **common** in May but _____ in the winter. (rare/plenty)
- The general of the battalion was **commended** for his leadership and his soldiers were _____ as well. (criticised/applauded)
- Even though the father is a **miser**, the son is a _____ (spendthrift/investor)
- The self-made man was born in **poverty** but grew up in a period of _____. (abundance/poor)
- Her **continuous** screaming and yelling is due to the _____ pain in her leg. (persistent/discontinuous)
- The scientist's **absurd** theory has no evidence to support it and I find it _____. (credible/laughable)
- We were sure that the committee would **reject** our proposal but they _____ it. (accepted/dismissed)
- My grandmother may **give in** to my demands but my mother will _____ to her rules. (hold on/hold back)
- I **love** chocolate cakes and would truly _____ a slice right now. (loathe/fancy)

Lesson Title: Reading Comprehension – Drama	Theme: Reading
Practice Activity: PHL2-L037	Class: SSS 2



Learning Outcomes

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

1. Identify the features of a drama or play.
2. Read a text with fluency.
3. Make predictions about a text.
4. Infer meaning from a text.
5. Answer questions on a text.

Overview

A **play** is a form of literature written by a playwright, usually consisting of dialogue between characters.

The different components of a play are as follows:

- **Act:** A part of the play, such as the beginning, the end, the rise or the climax.
- **Scene:** Part of an act with certain characters. As characters and setting change, so does a scene.
- **Characters:** The people in a play are its characters

William Shakespeare was an English playwright and poet in the late 16th century. His most famous plays include *Romeo and Juliet*, *Hamlet*, *Macbeth* and *A Midsummer Night's Dream*.

Practice

The following excerpt is from Act 2 Scene 2 of the play, *Romeo and Juliet*, set in Italy. Romeo is from the Montague family while Juliet is from the Capulet family. The 2 families have an ongoing feud and never get along. Romeo met Juliet at a ball in her house and fell in love with her. Later, he goes to the balcony to find Juliet by herself speaking lovingly of him. Juliet is unaware of Romeo's presence.

Activity 1

Read the excerpt and answer the comprehension questions on it.

Romeo and Juliet
Act 2, Scene 2
By William Shakespeare

- Romeo: She speaks:
O, speak again, bright angel! for **thou** art
As glorious to this night, being o'er my head
As is a winged messenger of heaven
Unto the white-upturned wondering eyes
Of mortals that fall back to gaze on him
When he bestrides the lazy-pacing clouds
And sails upon the bosom of the air.
- Juliet: O Romeo, Romeo! **wherefore art thou** Romeo?
Deny thy father and refuse thy name;
Or, if **thou** wilt not, be but sworn my love,
And I'll no longer be a Capulet.
- Romeo: *[Aside]* Shall I hear more, or shall I speak at this?
- Juliet: 'Tis but thy name that is my enemy;
Thou art thyself, though not a Montague.
What's Montague? it is nor hand, nor foot,
Nor arm, nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? that which we call a rose
By any other name would smell as sweet;
So Romeo would, were he not Romeo call'd,
Retain that dear perfection which he owes
Without that title. Romeo, doff thy name,
And for that name which is no part of **thee**
Take all myself.
- Romeo: I take **thee** at thy word:
Call me but love, and I'll be new baptis'd;
Henceforth I never will be Romeo.
- Juliet: What man **art thou** that thus bescreen'd in night
So stumblest on my counsel?
- Romeo: By a name
I know not how to tell **thee** who I am:
My name, dear saint, is hateful to myself,
Because it is an enemy to **thee**;
Had I it written, I would tear the word.

Comprehension questions

1. Explain the meaning of the following lines spoken by Juliet:
 - a. 'Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.'

 - b. 'What's Montague? it is nor hand, nor foot,
Nor arm, nor face, nor any other part
Belonging to a man. O, be some other name!'
2. What does Romeo mean when he says, 'Call me but love, and I'll be new baptis'd'?
3. Why does Romeo say, 'Had I it written, I would tear the word'?
4. What is the purpose of this scene? How does it bring the characters together?
5. Identify the figures of speech in the following phrases and explain their meaning:
 - a. Lazy-pacing clouds
 - b. Bosom of the air
6. Select words from the play that are synonyms for the words given below:
 - a. magnificent
 - b. sit upon
 - c. keep
 - d. name
 - e. your

Activity 2

Read the play aloud. If possible, have a friend read the lines of one character while you read the other with proper intonation, rhythm and expression.

Lesson Title: Reading Comprehension – Drama	Theme: Reading
Practice Activity: PHL2-L038	Class: SSS 2



Learning Outcomes

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

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

Overview

A **play** is a form of literature written by a playwright, usually consisting of dialogue between characters.

The different components of a play are as follows:

- **Act:** A part of the play, such as the beginning, the end, the rise or the climax
- **Scene:** Part of an act with certain characters. As characters and setting change, so does a scene.
- **Characters:** The people in a play

William Shakespeare was an English playwright and poet in the late 16th century. His most famous plays include *Romeo and Juliet*, *Hamlet*, *Macbeth* and *A Midsummer Night's Dream*.

Practice

The following excerpt is from Act 2 Scene 1 of *The Tragedy of Julius Caesar*. The scene is set in the senate house in Rome, Italy. Julius Caesar was a popular politician of the Roman Empire. He was responsible for the rise of the Roman empire. Brutus was Caesar's closest friend and fellow politician. Unknown to Caesar, Brutus and other senate members decided to kill Caesar in the senate house.

Activity 1

Read the excerpt and answer the questions on it.

The Tragedy of Julius Caesar
Act 3, Scene 1
By William Shakespeare

Metellus

Cimber: Is there no voice more worthy than my own
To sound more sweetly in great Caesar's ear
For the repealing of my banish'd brother?

Brutus: *[kneeling]* I kiss thy hand, but not in flattery, Caesar;
Desiring thee that Publius Cimber may
Have an immediate freedom of repeal.

Caesar: What, Brutus!

Cassius: *[kneeling]* Pardon, Caesar; Caesar, pardon:
As low as to thy foot doth Cassius fall,
To beg enfranchisement for Publius Cimber.

Caesar: I could be well moved, if I were as you:
If I could pray to move, prayers would move me:
But I am constant as the northern star,
Of whose true-fix'd and resting quality
There is no fellow in the firmament.
The skies are painted with unnumber'd sparks,
They are all fire and every one doth shine,
But there's but one in all doth hold his place:
So in the world; 'tis furnish'd well with men,
And men are flesh and blood, and apprehensive;
Yet in the number I do know but one
That unassailable holds on his rank,
Unshaked of motion: and that I am he,
Let me a little show it, even in this;
That I was constant Cimber should be banish'd,
And constant do remain to keep him so.

Cinna: *[kneeling]* O Caesar—

Caesar: Hence! wilt thou lift up Olympus?

Decius

Brutus: *[kneeling]* Great Caesar—

Caesar: Doth not Brutus bootless kneel?

Casca: Speak, hands, for me!

[CASCA first, then the other conspirators stab Caesar, Brutus last]

Caesar: *Et tu, Brute?* – Then fall, Caesar.

[Caesar dies]

Comprehension questions

1. What does Cimber whisper in Caesar's ear?
2. Why does Brutus kiss Caesar's hand, 'but not in flattery'?
3. Explain what Caesar means when he says:
'I could be well moved, if I were as you:
If I could pray to move, prayers would move me'.
4. What is Caesar's rationale for not pardoning Publius?
5. Why does Caesar compare the stars with people?
6. What does 'Speak, hands, for me' mean?
7. Read the context of this excerpt again. Why do you think members of the senate house are making pleas and kneeling in front of Caesar?
8. Read the following lines. What does 'fellow' mean? Which figure of speech is this?
'Of whose true-fix'd and resting quality
There is no fellow in the firmament'.
9. Select words from the play that are synonyms for the words and phrases given below:
 - a. cancelling
 - b. to take away the rights of someone
 - c. determined
 - d. die
 - e. sure/Decided
10. Find antonyms for the following words from the play:
 - a. worthy
 - b. constant
 - c. repeal

Activity 2

Read the play aloud. If possible, have a friend read the lines of one character while you read the other with proper intonation, rhythm and expression.

Lesson Title: Parts of a Sentence (subject + predicate)	Theme: Grammar
Practice Activity: PHL2-L039	Class: SSS 2



Learning Outcomes

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

1. Define the different parts of a sentence and demonstrate understanding of their function in a sentence.
2. Identify the subject and predicate in sentences.

Overview

A sentence has 2 parts: subject and predicate.

The **subject** is the person, place or thing that acts or is described in the sentence.

Example: **He** lay in the grass.

There are 3 types of subjects in a sentence:

- Simple subjects: Nouns and pronouns
Example: **The tree** was extremely old.
- Complete subjects: Nouns, pronouns and their modifiers
Example: **The car in the garage** was white in colour.
- Compound subjects: 2 or more subjects joined by a conjunction.
Example: **The old man and the little girl** went for a walk.
- Subjects may also be formed out of infinitives, phrases and clauses.
Example: **To forgive** is divine. / **Being poor** is very stressful.

The **predicate** follows the subject and explains what the subject did or what happened with the subject. The predicate begins with the verb in a sentence.

Example: He **lay in the grass**.

There are different types of predicates:

- Simple predicate: Formed with a verb and a helping verb
Example: She **was dancing**.
- Complete predicate: Formed with verbs and their modifiers.
Example: She was **dancing merrily**.
- Compound predicate: 2 or more predicates with the same subject.
Example: She was **dancing merrily and singing loudly**.

There are 2 other categories of predicates based on their function:

- Predicate adjective: They are formed with linking verb to describe the subject.
Example: Alice is **smart and confident**.
- Predicate nominative: They are formed using a linking verb to tell us what the subject is.
Example: Dr. Russell is **the acting president of the committee**.

The **object** in a sentence is the person or the thing on whom or upon which a verb action is being performed.

Example: He gave the chocolate to **his sister**.

There are 2 types of objects:

- Direct object: Nouns and pronouns which are the receivers of an action in a sentence.
Example: Michael ate the **sandwich**.
- Indirect object: The noun and pronouns which explain what happened with the direct object.
Example: Michael gave the sandwich to **his sister**.

Practice

Activity 1

Identify the subject and predicate in each of these sentences:

1. Sophia ate her breakfast on time.
2. Whatever you say will be recorded here in court.
3. Applying to universities abroad is a long process.
4. Mangoes and guavas are the fruits of this season.
5. The environmental norms direct all industries to manage their waste.

Activity 2

Identify the predicate and objects in each of these sentences:

1. Suddenly, I was the new leader of the group.
2. My grandfather gave his car to the man who lives next door.
3. I took my old shoes, which were lying in the cupboard.
4. The man you were referring to is tall, and is the new security guard of our building.
5. Why can't you give your sister some cookies?

Activity 3

Complete the following sentences with the given prompt in brackets:

1. That cookie is _____. (predicate adjective)
2. I would rather give _____ to _____. (direct and indirect object)
3. He is a _____ and is _____. (predicate adjective and predicate nominative)
4. Why can't you concentrate _____? (direct object)
5. I addressed the letter to my aunt but she is _____ and cannot read it. (predicate adjective)

Lesson Title: Writing Complete Sentences	Theme: Grammar
Practice Activity: PHL2-L040	Class: SSS 2



Learning Outcomes

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

1. Identify the parts of a complete sentence.
2. Correct incomplete sentences and write them correctly.

Overview

A sentence has 2 parts: subject and predicate.

The **subject** is the person, place or thing that acts or is described in the sentence.

Example: **He** lay in the grass.

The **predicate** follows the subject and explains what the subject did or what happened with the subject. The predicate includes the verb in a sentence.

Example: He **lay in the grass**.

Correctly formed and **complete sentences** must always:

- Sound meaningful by themselves
- Have at least 1 independent clause
- Use conjunctions and prepositions to connect different clauses

Example:

Correct sentence: In spite of being late, I entered the classroom.

Incorrect sentence: In spite of being late.

A **run-on sentence** can be corrected by using a conjunction to connect 2 clauses.

- Run-on sentence: I had stayed up all night, I performed well in my exam.
- Correct: I had stayed up all night **but** I performed well in my exam.

Periods, commas and semicolons can also be used to correct run-on sentences.

- Incorrect run-on: I have eaten my breakfast, however I am ready for lunch.
- Correct: I have eaten my breakfast; however, I am ready for lunch.

Sentence fragments are incomplete and incorrect by themselves. They are usually missing a noun, pronoun, verb, article or adjective.

Examples: Coming there. Book is not here.

Correcting sentence fragments:

- Sentence fragment: Man is old.
Correct: **That** man is old
- Sentence fragment: The vacation plan that I made last Saturday.
Correct: The vacation plan that I made last Saturday **did not fall through**.

Practice

Activity 1

Correct the following run-on sentences:

1. My hand hurts, I cannot write.
2. Wait by the main door, your father will pick you up soon.
3. You go to the dentist, your tooth extraction will be done.
4. Natalia is from Sierra Leone has a job in Freetown.
5. His uncle invited him for the party, he did not go.
6. People will look at your naïve countenance, take advantage of you, leave.
7. Georgina loves to bake she will open her own bakery someday.
8. Take a right, take a left, second-right go down the street you will find the store.
9. You want to go to play, eat your breakfast.
10. When he comes when he goes who can tell?

Activity 2

Complete the following sentence fragments:

1. Absent today?
2. Whenever he comes down from his bedroom.
3. That secret which she told you last night.
4. Which is why I borrowed your dress.
5. Since you like hiking.
6. Is that the book?
7. If I don't start exercising now.
8. All day in the café yesterday.
9. The one that he chose for himself.
10. Whenever you are ready.

Activity 3

Complete and correct the following paragraph:

I have always loved dancing I have decided to start taking it seriously. I have not practised in years, I can catch up fast. I know. The dance teacher I met yesterday. She was doubtful about my skills, I reassured her. Told me to start with flexing exercises and stretches. I will, maybe tomorrow. I hope to pick up classical styles, contemporary styles then perform on stage. Hopefully, one day ...

Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing
Practice Activity: PHL2-L041	Class: SSS 2



Learning Outcomes

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

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

Overview

The features of a good **5-paragraph essay** are as follows:

- Organised in at least 5 paragraphs – introduction, body and conclusion
- Has at least 450 words
- Written in simple and clear language
- Answers the question or addresses the essay topic

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

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

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

- Mentions the topic
- Contains the main idea of the paragraph
- In the case of the introductory paragraph, sets the tone of the entire essay

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

- Gives the paragraph a purpose
- Explains why the topic sentence is meaningful
- Uses facts, statistics, details, examples, stories, quotes or paraphrased material
- Works alongside other supporting sentences

The features of a **concluding sentence** are as follows:

- Summarises and/or expands the points the writer has made
- Uses transition words
- May present an idea that will be discussed in the next paragraph
- Is optional but recommended

Practice

1. Use the outline to plan and develop your essay: Use of mobile phones among teenagers.

Introduction

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

Topic sentence:

Body paragraph #1

Main idea:

Topic sentence:

Body Paragraph #2

Main idea:

Topic sentence:

Body paragraph #3

Main idea:

Topic sentence:

Conclusion

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

Topic sentence:

2. Check your outline to make sure that you have included the following:
 - What is your essay about? What is your perspective on the topic?
 - Which 3 main ideas do you want to include?
 - Does each topic sentence have a controlling idea that pushes the topic in a particular direction?
 - Does the conclusion topic sentence relate back to the controlling idea and summarise all the points you have made?

Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing
Practice Activity: PHL2-L042	Class: SSS 2



Learning Outcomes

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

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

Overview

The features of a good **5-paragraph essay** are as follows:

- Organised in at least 5 paragraphs – introduction, body and conclusion
- Has approximately 450 words
- Written in simple and clear language
- Answers the question or addresses the essay topic

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

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

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

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

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

- Gives the paragraph a purpose
- Explains why the topic sentence is meaningful
- Uses facts, statistics, details, examples, stories, quotes or paraphrased material
- Works alongside other supporting sentences

The features of a **concluding sentence** are as follows:

- Summarises and/or expands the points the writer has made
- Uses transition words
- May present an idea that will be discussed in the next paragraph
- Is optional but recommended

Practice

Activity 1

Use the outline to plan and develop your essay on the topic: Why some schools perform better than others.

Introduction

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

Topic sentence:

Body paragraph #1

Main idea:

Topic sentence:

Body paragraph #2

Main idea:

Topic sentence:

Body paragraph #3

Main idea:

Topic sentence:

Conclusion

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

Topic sentence:

Activity 2

1. Write an essay in about 450 words on the topic: Why Some Schools Perform Better than Others.
2. Check your essay to see if you have included the following:
 - Does your essay have an introductory paragraph, a closing paragraph and 3 body paragraphs?
 - Do the 3 paragraphs each have their own main ideas with a topic sentence?
 - Does each paragraph have a supporting statement?
 - Is the transition from 1 paragraph to the next smooth? Have you used appropriate linking phrases and conjunctions?
 - Are there any spelling or grammatical errors in your essay?

Lesson Title: Reading Comprehension – Expository Essay	Theme: Reading
Practice Activity: PHL2-L043	Class: SSS 2



Learning Outcomes

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

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

Overview

An **expository essay** is informative writing that gives instructions, describes a process or analyses information about a topic or an idea. Its main features are as follows:

- It uses facts, statistics and examples.
- It may feature quotes and/or comments from experts.
- It is impersonal and unbiased.

A **topic sentence** is the sentence that gives the main idea of a paragraph. It usually appears at the beginning of a paragraph.

Example: If the topic is 'Current affairs in global warming', the topic sentence could be: The latest Kyoto convention revealed that carbon emissions have increased almost two-fold on an average globally.

Practice

Read the following expository essay and the comprehension questions on it.

The Creation of a News Story

When you read the newspaper, it may take you merely five minutes to skim over a news story. However, completing a news story can take days, if not weeks. The process of writing a news story includes identifying sources, interviewing sources, finding evidence to corroborate facts and, finally, editing the story. Even after that, the story goes through fine tuning before it is printed in the newspaper.

First, reporters and journalists spend a large portion of their time trying to find hot topics related to their 'beat', as they call it. For example, a real estate reporter would liaise with property experts and real estate agents on a regular basis to be apprised of the latest affairs in buying and selling land. Forming strong professional relationships helps a reporter stay ahead of the game.

Once reporters have a 'lead', they take this idea to their editor for approval. The idea must be scanned against any conflicting stories that the newspaper may be publishing. After an idea is approved, the reporter will go back out in the field. Over time, the reporter will gather evidence, facts and stories to support the main story. Much of this comprises interviews and going through public records. When writing any story, a journalist is expected to get a quote from every person concerned in the story. For example, if the reporter is writing against a political party, they must still get a quote from the leader or the spokesperson of that party.

A crucial aspect of making a news story engaging for readers is to flesh out all the talking heads in a story. Talking heads of a news story are the people that are being written about, and the people who provide quotes and opinions. For every person involved, the reporter needs to retrieve a digital photograph in good resolution, the talking head's name, age, profession and locality. Sometimes, the reporter will arrange with the photographer to take candid photographs of someone in a specific context. For example, a story about a successful businessman's career would need a photograph of him working in his office.

With all the necessary information in hand, the reporter takes time to craft and build the story to make it accurate, fair and something substantial to draw readers in. The story is then sent to the editor, who makes suggestions for changes. Some stories that are urgent news are approved and modified on the same day. However, it is not rare for the editor to suggest that the reporter re-approach the story from a completely different angle. In some cases, this can take another few days of interviewing and rewriting.

Finally, the reporter and the editor decide on a suitable headline and a good main image for that story. The story and the photographs are then sent to the designers who arrange multiple stories on specific pages. Only after approving the layout and format of the story does the reporter's team send the story to the press for printing. This is how an ordinary story of just 500 words can take days of effort.

Comprehension questions

1. What does the writer mean by 'conflicting' stories in the third paragraph?
2. Why do some stories require special photographs?
3. What is the editor's contribution to any news story?
4. When is a news story approved for printing?
5. What kind of evidence and matter does the writer gather for a news story?
6. Is this essay an example of an expository essay? How?
7. Find a synonym or a phrase in the essay that has the same meaning as the following words:
 - a. verify
 - b. perfecting
 - c. associate
 - d. informed
 - e. important
 - f. honest/frank
 - g. find
 - h. perspective

8. Given below are sentences from the essay with words in **bold**. Choose the word in parentheses that can replace the word in the sentence without changing the meaning of the sentence.
- It may take you merely 5 minutes to **skim** over a news story. (go/skip)
 - First, reporters and journalists spend a large portion of their time in specific **circles** to find hot topics related to their 'beat'. (sources/communities)
 - First, reporters and journalists spend a large portion of their time in specific circles to find **hot** topics related to their 'beat'. (controversial/interesting)
 - The reporter takes time to craft and build the story to make it accurate, **fair** and something substantial to draw readers in. (just/engaging)
 - With all the necessary information in hand, the reporter takes time to **craft** and build the story. (write/verify)
9. 'Forming strong professional relationships helps a reporter stay ahead of the game'.
- Identify the idiom in the sentence.
 - Identify the meaning of the idiom.
 - Make another sentence using the idiom.
10. Find antonyms of the following words from the essay. The antonyms must be the opposite of the meaning of these words in the context of the essay:
- specific
 - regular
 - approval
 - crucial
 - candid
 - suitable

Lesson Title: Reading Comprehension – Expository Essay	Theme: Reading
Practice Activity: PHL2-L044	Class: SSS 2



Learning Outcomes

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

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

Overview

An **expository essay** is informative writing that gives instructions, describes a process or analyses information about a topic or an idea. Its main features are as follows:

- It uses facts, statistics and examples.
- It may feature quotes and/or comments from experts.
- It is impersonal and unbiased.

A **topic sentence** is the sentence that gives the main idea of a paragraph. It usually appears at the beginning of a paragraph.

Example:

- Topic: ‘Reading habits among youth’
- Topic sentence: A news report reveals that the rising use of technology, the pressure to perform well academically and television shows are the 3 major reasons why teenagers are reading fewer books than before.

Practice

Read the following expository essay and answer the comprehension questions on it.

Water-Carrying Solutions in Developing Countries

In 1991, two South African entrepreneurs invented the Hippo Water Roller, a device comprising a barrel on wheels, to make it convenient for millions of women across Africa to carry water. The Hippo Water Roller is not one of its kind. In the past decade, several projects by entrepreneurs and organisations devoted to social development have built and distributed water-carrying solutions for the rural people of Asia and Africa.

In many developing countries in Asia and Africa, villagers (mostly women) spend hours looking for **potable** water and then carrying it back to their homes. According to a report in 2010 by OHCHR, the human rights body of the United Nations, women

in Asia and Africa walk an average of six kilometres every day to fetch water. To add to that, they often carry between six and twenty litres of water without any manual or mechanical help.

This lack of access to safe drinking water has resulted in health and domestic issues across developing countries. Women in Africa suffer severe neck and back pain as well as injuries because of this **laborious** task. The fact that people living in poverty have nutritional **deficiencies** only adds to their chances of having muscle and bone injuries. In India, there has been an increase in the number of men marrying a second time just for 'water wives'. Water wives are women in the household whose primary duty is to fetch water through the day while other wives are occupied with domestic duties, manual labour or any illness.

Considering that this seemingly **trivial** task has such large **implications** on the lives of many, inventions such as the Hippo Water Roller are welcomed enthusiastically. In India, the Water Wheel has been received successfully by thousands of women across the drought-ridden state of Rajasthan. The Water Wheel is an invention of Wello, a US-based social venture, which can carry up to 50 litres of water. According to an article from *The Guardian* (2013), the Water Wheel has **reformed** domestic roles in many households, with men volunteering to do the water chores while women take rest days or do other work.

Man's first invention, the wheel, may have been the most obvious and cheapest solution for this development issue. However, wheels are not conducive to rough, hilly terrains. Keeping this in mind, Greif, a manufacturing company, in partnership with Impact Economics has distributed Water Wear backpacks across Haiti. These bags are sanitary and collapsible and can carry up to 18 litres of water.

Despite all these inventions, millions still do not have access to these contraptions. Development organisations in collaboration with governments in developing nations are working on economic models to distribute these devices on a large scale to make them cheaper and easily accessible.

Comprehension questions

1. What is the Hippo Water Roller?
2. Read the second paragraph. Why do you think women in developing nations spend hours fetching water?
3. Based on the third paragraph, how does carrying heavy loads of water daily affect the lives of women?
4. What does the writer mean by 'seemingly trivial task' in the fourth paragraph?
5. Based on the essay, how can everyone have access to water-carrying solutions?
6. Given below are words from the essay. Find synonyms for each of these words based on their meaning in the essay:
 - a. potable
 - b. deficiencies
 - c. laborious

- d. trivial
 - e. implications
 - f. reformed
7. Given below are sentences from the essay with words in **bold**. Choose the option that can replace the word in the sentence without changing the meaning of the sentence.
- a. However, wheels are not **conducive to** rough hilly terrains. (exclusive to/productive for)
 - b. However, wheels are not conducive to rough hilly **terrains**. (mountains/areas)
 - c. Development organisations in **collaboration** with governments in developing nations are working on economic models. (partnership/agreement)
 - d. Water wives are women in the household whose **primary** duty is to fetch water through the day. (only/main)
 - e. The Hippo Water Roller is not **one of its kind**. (unusual/common)
8. Find antonyms of the following words from the essay. The antonyms must have the opposite meaning of these words in the context of the essay:
- a. lack
 - b. developing
 - c. sanitary
 - d. accessible
 - e. conducive

Lesson Title: Expository Essay	Theme: Writing
Practice Activity: PHL2-L045	Class: SSS 2



Learning Outcomes

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

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

Overview

An **expository essay** is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.

- It uses facts, statistics and examples.
- It may feature quotes and/or comments from experts.
- It is impersonal and unbiased

The different types of expository essays are as follows:

- **How-to or process essay:** Describes a process and gives instructions on how to achieve a certain goal
Example: How to make a clock at home.
- **Compare and contrast essay:** Used to show similarities and differences between 2 or more things
Example: The comparison of 2 latest models of cars.
- **Cause and effect essay:** Shows relationship between events or things, where 1 is the result of the other or others
Example: The cause of a hurricane and its effects on a state
- **Definition essay:** Used to explain concepts and things that cannot be defined in 1 line
Example: The stages of sleep
- **Problem-solution essay:** Used to present a problem and then explain all possible solutions
Example: Managing an unfair supervisor in your job

An expository essay must include all the features of a good paragraph, with topic sentences, supporting sentences and closing sentences (if needed) as it would for a 5-paragraph essay.

A topic sentence is a sentence which:

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

Practice

1. Use the outline of an expository essay to organise your ideas for the topic: Life in the city compared to life in the village.

Introduction Topic: Topic sentence:

Fact/Step #1 Topic sentence: Supporting details:

Fact/Step #2 Topic sentence: Supporting details:

Fact/Step #3 Topic sentence: Supporting details:

Conclusion <ul style="list-style-type: none">• Restate the topic sentence• Summary of the evidence/supporting information• Closing

2. Check that you have included the following in your outline:
 - 3 complete topic sentences that are related to the main idea of the essay
 - Supporting sentences that provide more information and evidence
 - A summary of all the information for the conclusion
 - A suitable closing sentence

Lesson Title: Expository Essay	Theme: Writing
Practice Activity: PHL2-L046	Class: SSS 2



Learning Outcomes

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

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

Overview

An **expository essay** is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.

- It uses facts, statistics and examples.
- It may feature quotes and/or comments from experts.
- It is impersonal and unbiased.

The different types of expository essays are as follows:

- How-to or process essay: Describes a process and gives instructions on how to achieve a certain goal
Example: How to make a clock at home.
- Compare and contrast essay: Used to show similarities and differences between 2 or more things
Example: The comparison of 2 latest models of cars.
- Cause and effect essay: Shows relationship between events or things, where 1 is the result of the other or others
Example: The cause of a hurricane and its effects on a state
- Definition essay: Used to explain concepts and things that cannot be defined in 1 line
Example: The stages of sleep
- Problem-solution essay: Used to present a problem and then explain all possible solutions
Example: Managing an unfair supervisor in your job

An expository essay must include all the features of a good paragraph, with topic sentences, supporting sentences and closing sentences (if needed) as it would for a 5-paragraph essay.

A topic sentence is a sentence which:

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

Practice

Activity 1

Use your completed outline of an expository essay to finish writing your essay on the topic: Life in the city compared to life in the village.

Activity 2

1. Use the outline from L045 to plan and write an expository essay explaining how to cook your favourite dish. This will be a process or how-to expository essay.
2. Check that you have included the following:
 - An introductory paragraph with a topic sentence which introduces the main idea
 - At least 3 paragraphs that explain 1 main idea each
 - Logically organised paragraphs either in order of importance or chronology
 - A topic sentence with supporting statements in all paragraphs
 - A closing paragraph with a summary of the essay and a topic sentence
 - No grammatical errors or spelling mistakes

Lesson Title: Comprehending a Listening Passage	Theme: Listening
Practice Activity: PHL2-L047	Class: SSS 2



Learning Outcomes

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

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

Overview

Interviews are conversations between people to find out more about a person or a subject. The person conducting an interview is called the interviewer and the person being interviewed is called the interviewee.

It is very common for radio programmes to include interviews, particularly radio talk shows. Because these programmes are made for listening, the language is colloquial and informal. Reading a radio script is very different than reading a formal essay or news article.

Practice

Activity 1

Read the radio script below and answer the comprehension questions on it.

Chitty Chat with Abdul

Part 1

Presenter: Hello! Good afternoon! How are you? Friends, my name is Patrick and you are listening to Chitty-Chat on Radio Leone, your favourite radio channel! Today, we have with us football coach Abdul Bangura. All of 26 years old, he returned from the UK last year to teach football to girls in middle and secondary schools. Abdul, welcome! How are you today?

Abdul: I am very well! Thank you for having me here.

Part 2

Presenter: Abdul, where do I start with your **extraordinary** story? When did you leave for the UK?

Abdul: I went to the UK to do my graduation from Warwick University. I was 18 years old then with stars in my eyes. I remember it was my first time travelling abroad and I could not wait to see another country! As soon as I reached, the first places I visited were football stadiums and clubs.

Presenter: Oh really? Which ones?

Abdul: Well, I went to West Ham and Arsenal because they were close by then. Later on, I visited so many more.

Presenter: So, what brought you back to our very own Salone?

Abdul: Well, let me backtrack and explain what happened there. My education and career aside, I was pursuing football **ardently**. I was watching all these matches, talking to district-level players and even practising regularly. I was on the team for my university too, as a defender.

Part 3

Presenter: Oh wow! A well-rounded education!

Abdul: Absolutely! Football is both prayer and love for me. Anyway, so I had a job in an accountancy firm in London and I was rather happy with it. But then my baby sister rang me up on the phone. She is now 17 years old. Fatu said that she was **despondent** because she loves sport and football as well. She is one of the few girls who plays with the boys. But she sees no opportunity to practise football once secondary school is over.

Presenter: I can imagine her disappointment ...

Abdul: Something about that conversation compelled me to return, get in touch with my old contacts in schools and start coaching as a **freelancer**. I currently train girls in three schools after school is over.

Presenter: Why girls, specifically?

Abdul: Well, I would have coached both boys and girls, but coaches for boys already exist. I have four sisters and I know how to build a rapport with girls. Also, I saw **innumerable** women in the UK participating in sport and I wanted the same for the girls here at home, too.

Presenter: What kind of challenges have you faced coaching girls?

Abdul: It has been a challenge to convince girls to come for practice regularly. It is not because of any lack in their enthusiasm and vigour, but their families' **reluctance**. I do invite parents to come see the practice so they can witness first-hand the development of their child. I think I already see the increase in many girls' teamwork skills and confidence after a year of playing football.

Presenter: This is inspiring, indeed! What are your plans for the **imminent** future?

Abdul: Well Patrick, I have saved some money and I will be opening my own facility soon where women can come and practise football in the evenings. It will mostly be **accessible** to women only so that they feel comfortable and play freely.

Presenter: You are truly an ambitious young man. I cannot wait to hear more about you. After this break ...

Comprehension questions

1. The presenter calls Abdul's story 'extraordinary'. Do you agree? Give reasons.
2. How does Abdul plan to further his goal of getting more girls and women interested in football?
3. Why did Abdul visit football stadiums when he reached the UK?
4. Why did Abdul's sister sound despondent on the phone?
5. What does Abdul do in Sierra Leone now?
6. Read this line from the radio show: 'I was 18 years old then with stars in my eyes'. Which literary device is used here? What does it mean?
7. Given below are words from the radio programme. Find synonyms for each of them:
 - a. extraordinary
 - b. despondent
 - c. freelancer
 - d. innumerable
 - e. reluctance
 - f. imminent
 - g. accessible
8. One of the skills we need when listening to a dialogue or spoken prose is the ability to report it. Change the following sentences from direct to indirect (reported speech) using appropriate punctuation:
 - a. My sister said, 'There won't be any football practice in university!'
 - b. 'Girls! If you want to improve your passing skills, come for practice regularly', said Abdul.
 - c. 'As you can see', Abdul explained to the parents, 'your daughter is far more confident than she was before'.

Activity 2

Practise reading the radio show aloud. Remember to read in a clear voice, using appropriate rhythm and intonation.

Lesson Title: Word Stress	Theme: Listening and Speaking
Practice Activity: PHL2-L048	Class: SSS 2



Learning Outcomes

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

1. Identify stress patterns in multisyllabic words.
2. Pronounce words with their correct stress pattern.

Overview

A **syllable** is a unit of pronunciation that has 1 vowel sound, with or without consonants. Examples:

- Monosyllabic words: she, he, that, this, where, how, come, shut, beast
- Words with 2 syllables: cushion, letter, offer, sofa, forklift, bottle
- Words with 3 syllables: quietly, evident, cholera, lemonade, afternoon
- Words with 4 syllables: necessary, agriculture, presentation
- Words with 5 syllables: international, imagination, electricity

One syllable per word is stressed. The following are rules for how words are stressed. However, remember that in English there are always exceptions to the rules:

Type of word	Word stress	Examples
2-syllable nouns and adjectives	First syllable	yellow , taller , doctor , bottle
2-syllable verbs and prepositions	Second syllable	present , invite , between , decide , receive
3-syllable words ending in '–er' and '–ly'	First syllable	lovingly , manager , easier
3-syllable words ending in consonant or '–y'	First syllable	optimal , generous , canopy
Words ending in '–ic', '–sion' and '–tion'	Second-from-last syllable	iconic , nation , graphic , extension
Words ending in '–cy', '–phy', '–gy', '–ty', '–al'	Third-from-last syllable	democracy , geology , photography , disparity , critical

For other suffixes, there are other rules:

- Words with suffixes '–able', '–ian', '–cian', '–ible', '–ish', '–ious', '–ia' have stress on the syllable right before the suffix.
Example: **du**rab**le**, **techni**cian, **im**pos**sible**, **var**ious, **bact**eria
- Words with suffixes '–ade', '–eer', '–ese', '–ee', '–ette', '–que', '–oon' have stress on the suffix itself.
Example: **crusa**de, **pupp**eteer, **Japane**se, **agre**e, **cass**ette, **physi**que, **ballo**on

Practice

Activity 1

Read the following words aloud with correct stress:

- simplification
- mathematics
- importance
- darker
- splendid
- subside
- office
- employee
- announce
- emphatic
- exploration
- concession
- freezer
- extend
- floral
- carpeting
- poverty
- platonic
- bitterly
- lavender
- plausible
- insidious
- ketosis
- etiquette

Activity 2

Read the following excerpt from the book *Pride and Prejudice*¹ aloud:

Mr. Bingley was good-looking and gentlemanlike; he had a pleasant countenance, and easy, unaffected manners. His sisters were fine women, with an air of decided fashion. His brother-in-law, Mr. Hurst, merely looked the gentleman; but his friend Mr. Darcy soon drew the attention of the room by his fine, tall person, handsome features, noble mien, and the report which was in general circulation within five minutes after his entrance, of his having ten thousand a year. The ladies declared he was much handsomer than Mr. Bingley, and he was looked at with great admiration for about half the evening, till his manners gave a disgust which turned the tide of his popularity; for he was discovered to be proud; to be above his company, and above being pleased; and not all his large estate in Derbyshire could then save him from having a most forbidding, disagreeable countenance, and being unworthy to be compared with his friend.

¹Austen, J. (1911). *Pride and prejudice*. Edinburgh: J. Grant. Adapted September 19, 2017, from <https://austenprose.com/pride-and-prejudice-quotes-quip-by-chapter/pride-and-prejudice-quotes-quip-chapters-1-7/>.

Answer Key

Lesson Title: Oral Presentation: Self-Introduction

Practice Activity: PHL2-L001

Activity 1

Example introduction:

Good morning! My name is Marie Bayoh. I am an English Language Arts teacher for Senior Secondary 1 and 2. I grew up in Bo. Now, I live in Freetown and have been living here for 10 years. I graduated from Njala University where I did my Bachelor of Education. In my spare time, I enjoy reading about history. I also take an interest in all kinds of music and love taking long walks in the evening. My personal strength lies in my compassion and empathy for everyone around me. However, I think I could improve my communication skills. I believe I am a skilled writer. In fact, I hope to write a children's book some day. Nice to meet you all!

Lesson Title: Comprehending a Listening Passage

Practice Activity: PHL2-L002

Activity 1

1. Plato's writing was mostly about the differences between an ideal society and actual, everyday society.
2. During his travels abroad to Europe and Egypt, Plato met and studied with other philosophers and mathematicians, such as Pythagoras.
3. 'The Academy' was the university that Plato founded in Athens when he returned there.
4. Aristotle was Plato's student who studied at the Academy and continued teaching there for 20 years.

Activity 2

1. c. 2. b. 3. a.

Lesson Title: Tenses

Practice Activity: PHL2-L003

Activity 1

Simple present	Present continuous	Present perfect
Abu walks to school every day.	Abu is walking to school.	Abu has walked to school.
The children sell wood to earn a living.	The children are selling wood to earn a living.	The children have sold wood to earn a living.
We sing our school song every day in school.	We are singing our school song.	Have you sung our school song before?
I swim every weekend.	I am swimming in the pool.	I have swum in the red sea.
Mary and John live at Lumley.	Mary and John are living at Lumley.	Mary and John have lived at Lumley.

Activity 2

1. (buy) Mr Turay **buys** bananas every evening from work.
2. (speak) The prefect **has spoken** to the pupils about the initiative.
3. (run) Mr Sheriff is always **running** after pupils in the corridors.
4. (bring) My mother **is bringing** my new dress this evening.
5. (teach) Mr Sandy **teaches** English.
6. (build) The children **are building** castles in the sand.
7. (choose) The teacher **has chosen** Jane for the competition.
8. (write) They **are writing** their assignments in class.
9. (take) Michael **takes** English lessons every weekend.
10. (wake) The baby **has woken** up.

Activity 3

1. I do not know **anything**.
2. He did it without **any** reason. / He did it **with no** reason.
3. They do not wish for **anything**.
4. Youths of today do not want to do **anything**.
5. He came back from overseas without **anything**. / He came back from overseas **with nothing**.

Lesson Title: Tenses
Practice Activity: PHL2-L004

Activity 1

Verbs	Simple past	Past continuous	Past perfect
attract	The reality show <u>attracted</u> a large audience.	The reality show <u>was attracting</u> a large audience in Lagos.	The reality show <u>had attracted</u> a large audience before the main character passed away.
leave	The bus <u>left</u> early because it was full.	The bus <u>was leaving</u> early because it was getting dark.	The bus <u>had left</u> before the passenger arrived.
buy	Last week I <u>bought</u> my new phone.	We met last week when I <u>was buying</u> my new phone.	I <u>had bought</u> a phone last week when I received this one as a gift.
eat	We <u>ate</u> bread and beans for lunch yesterday.	The news broke out when we <u>were eating</u> our lunch.	We <u>had eaten</u> our lunch before the bell rang.
visit	They <u>visited</u> their grandma last weekend.	They came to learn about their origin when they <u>were visiting</u> their grandma.	Peter came looking for them after they <u>had visited</u> their grandma.

Activity 2

1. He did not eat the rice.
2. We did not go out for lunch.
3. Did Ada not come later?
4. Did father not buy my phone?
5. The children have not lost their ball.

Activity 3

Example activities:

Morning	Afternoon
Woke up from sleep	Copied notes
Brushed my teeth	Went out for lunch
Ate breakfast	Walked home
Went to the gym	Ate
Washed my body	Did homework

Example sentences:

- This morning I brushed my teeth after I had woken up from sleep.
- I had copied my notes before I went out for lunch.
- I had had breakfast before I went to the gym.
- I ate a large bowl of rice after I had walked home from school.
- I had washed before I did my homework.

Lesson Title: Tenses
Practice Activity: PHL2-L005

Activity 1

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

Activity 2

Simple future	Future continuous	Future perfect
We will write the letter.	We will be writing the letter.	We will have written the letter.
I will not go to town.	I will not be going to town.	I will not have gone to town.
Alima will bake a cake.	Alima will be baking a cake.	Alima will have baked a cake.
The children will play football tomorrow.	By this time tomorrow, the children will be playing football.	By this time tomorrow, the children will have played football.
The teacher will come to class by 10 am	The teacher will be coming to class by 10am.	The teacher will have come to class by 10 am
They will not get the ingredients.	They will not be getting the ingredients.	They will not have gotten the ingredients.

Activity 3

Example paragraph:

Two years from now, I shall have completed secondary school. I will go to college and pursue a bachelor's degree in Political Science. During my course, I will be making contacts with various political stakeholders. I will study hard to come out with a distinction. I shall have started working at age 20 and then I will start my family at 25.

Activity 4

1. Will I **not** have completed this lesson?
2. Margaret will **not** be going to college.
3. They will **not** go to the market.
4. Will Francis **not** be in school by 8 o'clock?
5. Citizens will **not** have voted for the next president.

Lesson Title: Tenses

Practice Activity: PHL2-L006

Activity 1

1. simple present
2. present continuous
3. present perfect
4. present perfect
5. simple past
6. past continuous
7. past perfect
8. simple future
9. simple future
10. future continuous
11. future perfect
12. simple present
13. past perfect
14. past continuous
15. simple past
16. present perfect

Activity 2

1. Did we have lunch at 1 p.m.?
2. Do I pay attention in class?
3. Are the pupils waiting for their teacher?
4. Had they submitted their assignment yesterday?
5. Will my school win the competition tomorrow?
6. Do we tolerate truancy in school?
7. Does she go to church every Sunday?
8. Have they distributed the books?
9. Will parliament dissolve next month?
10. Had they been friends for many years?

Lesson Title: Personal Narrative

Practice Activity: PHL2-L007

Activity 1

Example outline:

Meeting Lucy in the Forest

- **Topic** – *What are you writing about? Be specific, choose a day or an incident.*
The day I met my long-lost friend in the forest
- **Characters** – *Who is your narrative about? Friends, family, strangers?*
Me, my 2 siblings David and Marai, my friend Lucy
- **Setting** – *Where and when does it take place? Describe it.*
At the Magamba Nature Reserve, in a green, dense forest

- **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge.*
First, I met my long-lost friend from seven years ago. It took us a whole day's conversation to recognise each other. Secondly, our vehicle got stuck in a huge pothole. We had to spend the night in the car until help came for us.
- **Moral/Theme** – *What did you learn? How did the experience affect you?*
A challenging experience made me more courageous and adventurous.

Activity 2

Example introduction:

It was the last day of summer vacation and we had absolutely nothing to do. My siblings and I decided that what we really needed was an adventure. Thankfully we live nearby a famous park, Magamba Nature Reserve. In such a lush, dense forest we knew that there was bound to be some excitement.

Lesson Title: Personal Narrative

Practice Activity: PHL2-L008

Activity 2

Example outline with main ideas:

Grandma's Special Dish

- **Topic** – *What are you writing about? Be specific, choose a day or an incident.*
It was my birthday. My aged, weak and frail grandmother was sure she was going to pass away soon. She decided to make my favourite dish from when I was five years old.
- **Characters** – *Who is your narrative about? Friends, family, strangers?*
My grandmother, me
- **Setting** – *Where and when does it take place? Describe it.*
My grandmother's house in the village. Her kitchen where she peeled and cut the vegetables, and where she cooked the dish. I could smell my childhood again as she cooked.
- **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge.*
My grandmother was getting exhausted but was very determined to serve this dish to me one last time. I decided to help her and told her to teach it to me. I wanted to save the recipe for the coming generations.
- **Moral/Theme** – *What did you learn? How did the experience affect you?*
I regretted not having spent more time with my grandmother over the years. But I made use of this new opportunity for us to make memories. I am going to visit her at least once a fortnight now.

Lesson Title: Reading Comprehension: Fiction – Traditional Tale

Practice Activity: PHL2-L009

1. '... the chief of the gods...' This illustrates that the story is a typical African traditional tale because such beliefs are common in Africa.
2. Stories in the olden days were centered on Nyankupon, and he was the chief of the gods.
3. Spider was called Anansi.

4. Spider said these words in order to convince the boa to lay straight on the stick so that he could tie him on both ends to the stick.
5. Spider fooled the tiger by pretending that he was seeing mysterious things with his eye sewn shut. The tiger fell for the trick and asked Spider to sew his eyes, which rendered him helpless – hence he was easily caught.
6. Two moral lessons from the passage could be:
 - a. We can get anything we want if we use our minds well.
 - b. We should look before we leap. Think critically about anything before you jump into action.

Lesson Title: Reading Comprehension: Fiction – Fable

Practice Activity: PHL2-L010

1. The animals decided to form a delegation to meet Basu in order to strike a deal with him to stop killing them relentlessly. They were tired of walking in the jungle with fear.
2. The consequence that would befall the animals if they failed to fulfill their own part of the deal was that Basu would kill them all.
3. The hare’s reflection in the well inspired him to come up with the plan to trick the lion.
4. The lion was in a hungry and disgruntled mood when the hare met him.
5. The lion levied two charges on the hare: First, he was too small to make up his lunch and secondly, he had come late.
6. The lion did not hesitate to jump into the well because he saw his reflection in it, which must have automatically convinced him that the hare was telling the truth.
7. Example answers: bravery, courage, wisdom.
8. This is a simile, it makes a comparison using ‘like’.
9. Synonyms: a. easily, freely; b. inquisitiveness, interest; c. occurred to; d. urge, sway, convince; e. extremely angry, furious, mad

Lesson Title: Vocabulary Development: Environment

Practice Activity: PHL2-L011

Activity 1

1. According to the passage, 3 effects of global warming on polar bears are:
 - They have to move throughout the year in search of a better habitat.
 - They are likely to become extinct as a result of the diminishing sea ice.
 - They have limited access to prey, which leads to a decline in their body condition.
2. The report says that polar bears are ‘threatened’ under the Endangered Species Act because they are gradually losing their habitat to unfavourable climate change, which affects them seriously and threatens their survival.
3. According to the report, negligence to address the issue of climate change is the primary cause of diminishing sea ice.
4. Polar bears must kill 2 to 6 percent more seals per year to make up for burning more calories.
5. Bears in Chukchi Sea are in better shape than those in Beaufort because they have more food at their disposal.

Activity 2

Example sentences:

1. Greenhouse gas emission: It could be quite surprising to learn that most of our appliances are contributing factors to greenhouse gas emissions.
2. Renewable energy: We should try to make use of the renewable energy in Sierra Leone.
3. Geological: Geological studies have shown us that in one way or another every one of us is affected by global warming.
4. Sea ice: An increase in the Earth's temperature has resulted in the melting of sea ice.
5. Carbon emission: Industrial activities are the major cause of carbon emissions.
6. Climate change: We all have the collective responsibility to combat the issue of climate change.
7. Habitat: Polar bears and many other animals are gradually becoming extinct because their habitats are destroyed by human activities.

Lesson Title: Vocabulary Development: Environment
Practice Activity: PHL2-L012

Activity 1

- a. plastics/microplastics b. zooplankton c. marine d. microplastics/plastics
 e. calibrate f. phytoplankton chlorophyll g. health h. debris i. mammals
 j. Styrofoam

Activity 2

Example essay:

Keeping Our Beaches Clean

Sierra Leone's **beaches** are one of the primary attractions for international tourists. We should be proud of our white, sandy beaches. Instead, an increasing number of beaches in western Sierra Leone are littered with **trash** from nearby residents and hotels.

As one walks along the main promenade in Aberdeen, Freetown, a hotspot for tourists and international exposure, one often steps on a **plastic** bottle here, an abandoned piece of **scrap** there. Our municipality needs to do two things: First, install **garbage bins** at regular intervals, and second, post signs that instruct people to throw **trash** only in appropriate places.

While schools and universities do have awareness campaigns to **protect** the **environment**, Sierra Leone needs more practical projects for **recycling**, **waste management** and taking personal responsibility to **preserve** our natural tourist destinations. Taking care of our surroundings needs to become one of the ethical and moral principles of our culture.

Tourism aside, an unfortunate and grim by-product of **water pollution** is the adverse effect it has on **marine life**. The natural balance of fish and **phytoplanktons**, as well as the delicate **food chain** in the ocean, demand that human activity not disturb ocean life. What we throw on a beach may not visibly affect the ocean in front of us. However, over time, high tides swallow the **debris** left on beaches and a lot of **non-biodegradable garbage** becomes part of the ocean. Plastics and microplastics actually inhibit the growth of plants under water. Consequentially, other fish and marine life feeding on these plants become **endangered**. Marine life is also closely connected to many citizens' source of income. Eventually, not only does this cause a series of disturbances in the **habitats** of fish, but also ruins natural fishing spots for our **fishermen**.

Keeping these points in mind, it is not only an urgent financial need to look after our beaches and its waters, but also an ethical responsibility to respect and love **mother nature**, as she does us.

Lesson Title: Parts of Speech

Practice Activity: PHL2-L013

Activity 1

1. went, bought 2. Ouch! 3. there 4. underneath 5. teachers, knowledge
6. she 7. up 8. hi 9. difficult 10. although

Activity 2

1. verb 2. adverb 3. pronoun 4. adjective 5. noun 6. noun 7. adjective 8. verb 9. pronoun 10. verb 11. adverb 12. preposition 13. conjunction 14. adjective 15. preposition

Activity 3

1. b. 2. c. 3. b. 4. c. 5. a. 6. a. 7. b. 8. b. 9. b. 10. b. 11. b. 12. a.

Lesson Title: Prepositions

Practice Activity: PHL2-L014

Activity 1

1. on 2. in 3. on 4. beside 5. of 6. among 7. against 8. into

Activity 2

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

Activity 3

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

Lesson Title: Prepositions

Practice Activity: PHL2-L015

Activity 1

1. on 2. to 3. for 4. in 5. of

Activity 2

Examples:

1. The bus is due to arrive **at** 10:30 a.m.
2. My brother is coming **on** Monday.
3. He started his job **in** 2012.
4. He worked there **for** 2 years.
5. He has worked there **since** 2012.

Activity 3

Examples:

1. Amara lives **at** 55 Regent Road in Freetown.
2. His house is **on** Regent Road.
3. Freetown is **in** Sierra Leone.

Activity 4

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

Lesson Title: Reading Skills Development: Skimming and Scanning

Practice Activity: PHL2-L016

1. The abuse of tramadol is the newest public health emergency in Sierra Leone.
2. He started taking just one 225-milligram pill a day.
3. Tramadol is a cheap, opioid painkiller with stimulating effects.
4. Most riders take the pills because it helps them stay awake.
5. Tramadol was launched in the global market 25 years ago.
6. It was declared public health emergency in August 2016.
7. They get the drug under the table from private pharmacies.
8. Tramadol dependence has spread through parts of Southeast Asia, the Middle East, North and West Africa and Europe.
9. Example summary: Tramadol is Sierra Leone's newest public health emergency.

Lesson Title: Vowel Sounds Review

Practice Activity: PHL2-L017

Activity 1

1. archer 2. pour 3. stare 4. rule 5. stop 6. dead 7. hood 8. pun
9. thirst 10. succeed

Activity 2

1. mountain – pure vowel sound 2. amount – diphthong 3. excuse – diphthong 4. plateau – pure vowel sound 5. fraud – pure vowel sound 6. cruel – diphthong 7. convince – pure vowel sound 8. fowl – diphthong 9. bearing – pure vowel sound

Lesson Title: Consonant Sounds Review

Practice Activity: PHL2-L018

1. Words with same consonant sounds:
a. elephant b. person c. angle d. wish e. utter f. blanket g. actual h. days
i. function j. thankful
2. Words with a different sound:
a. plough b. waste c. scene d. champagne e. slender f. plague
g. themselves h. bring i. splinter j. pluck

Lesson Title: Adjectives – Irregular Comparatives and Superlatives

Practice Activity: PHL2-L019

Activity 1

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

Activity 2

1. bigger 2. more beautiful 3. most interesting 4. longer 5. more expensive 6. richest 7. most dangerous

Activity 3

1. older
2. better
3. thinner
4. most wonderful
5. better
6. better
7. most beautiful
8. more intelligent
9. easier
10. taller

Lesson Title: Differences between Adjectives and Adverbs

Practice Activity: PHL2-L020

Activity 1

1. well
2. nearly
3. slowly
4. quickly
5. really
6. easily

Activity 2

1. adverb
2. adjective
3. adjective
4. adverb
5. adjective
6. adverb
7. adjective
8. adverb
9. adjective
10. adverb

Lesson Title: Informal Letters – Persuasive

Practice Activity: PHL2-L021

Example outline:

14 Main Street,
Freetown.

12th August, 2017

Dearest Mother,

Opening: I was glad and relieved to hear from you last week. Mother, I have been meaning talk to you about Mark, Fiona's fiancé, whom I met yesterday.

Body: Main Idea 1: Mark came across as an absolute gentleman and is clearly in love with Fiona. He seems concerned about Fiona's wellbeing and is also very enthusiastic about her future as an accountant.

Main Idea 2: I heard all about Mark's childhood. Though he grew up outside the city, his lifestyle and values match Fiona's.

Main Idea 3: He is a well-qualified man and is doing well for himself in law.

Closing: I urge to consider meeting Mark. At least, call Fiona on the phone and speak with her. Give my regards to father.

Yours sincerely,
Abraham.

Lesson Title: Informal Letters – Persuasive

Practice Activity: PHL2-L022

Example outline: Persuade a friend to take up a sport

14 Main Street,
Freetown.

16th August, 2017

Dearest Samuel,

Opening: I was extremely excited to learn that you are considering taking up sports as an extra-curricular activity. I have started taking my football practice seriously in the past year and I can confidently say that my life has changed.

Body: Main Idea 1: Though the pressure is high in SSS 2 to study hard, I find that practising for about an hour a day helps me stay sharp and motivated until bedtime. I now find myself more energised while doing homework.

Main Idea 2: It is the best way to stay fit. Doctors recommend at least 40 minutes of physical activity every day. This is the most entertaining and sociable way of keeping ourselves healthy, while also maintaining a strong bond with our friends.

Main Idea 3: Personally, sport has taught me so much about team work, and valuing time and relationships. This teaches you skills for life that even your colleagues will appreciate in your career a few years later.

Closing: I strongly recommend that you get involved in any sport you enjoy at the earliest. Contrary to what many might say, it actually brings a lot of discipline to your life. It is only a matter of how seriously you take it. Give my regards to your parents.

Yours sincerely,
Abraham.

Lesson Title: Conjunctions

Practice Activity: PHL2-L023

Activity 1

1. I will wait **until** you return from town.
2. You can come to see me **when** you are changed.
3. Victor will be in bed **by** the time I return.
4. I will order his arrest **as soon as** he steps into town.
5. Grandma will retire **when** she is 60.
6. Complete the assignment **before** you watch the movie.

7. Tom was eating **while** Jerry was studying.
8. You can call on me **whenever** you need my help.
9. Kindly respond to my message **when** you receive it.
10. Go home **when** you hear the bell.

Activity 2

1. correlating 2. coordinating 3. subordinating 4. correlating 5. coordinating
6. subordinating 7. coordinating 8. correlating 9. subordinating 10. coordinating

Activity 3

Example sentences:

1. **If** he is the prefect of the class, **then** he should be very well mannered.
2. I am giving up on the relationship **since** she is not ready to change.
3. James is going to the party; **moreover**, he will play guitar there.
4. I will do the homework **provided that** there is electricity at night.
5. **All** the pupils **but** Margaret are absent.

Lesson Title: Conjunctions
Practice Activity: PHL2-L024

Activity 1

1. b. 2. c. 3. c. 4. a. 5. b. 6. b. 7. b. 8. b. 9. b. 10. c. 11. a. 12. a.
13. a. 14. b. 15. c.

Activity 2

Example compound sentences:

- Her appearance is very beautiful, but her personality is ugly.
- Suzan plays netball; in addition, she plays the violin.

Example complex sentences:

- If you give the driver your address, he can take you home.
- I will come to your party, unless it rains.

Lesson Title: Reading Skills Development: Factual and Inferential Questions
Practice Activity: PHL2-L025

Activity 1

1. Factual question – The writer and Jojo went to the forest to find some dry wood.
2. Factual question – It took them half an hour to find a tree with dry wood.
3. Inferential question – The writer found it strange probably because the ground looked flat and nothing could have moved Jojo.
4. Inferential question – Their mouths were wide open because they were shocked.

Activity 2

Example factual question: What did the writer tell Jojo when she said she felt something move under her?

Answer: The writer told Jojo that she was just scared and was imagining that the ground moved.

Example inferential question: Read paragraph 4. Why was its pace “decreasing with every effort”?

Answer: The snake’s pace was decreasing because it had been injured by the writer’s cutlass.

Activity 3

1. splendid (paragraph 3)
2. somber (paragraph 4)
3. level (paragraph 2)
4. writhing (paragraph 3)
5. essential (paragraph 1)
6. mission (paragraph 1)
7. struck (paragraph 2)

Activity 4

1. rejected
2. sudden/immediately
3. invisible
4. capture
5. happiness
6. intended

Activity 5

1. goal
2. just
3. scream
4. gloomy

Lesson Title: Reading Skills Development: Factual and Inferential Questions
Practice Activity: PHL2-L026

Activity 1

1. Inferential question – The pupils probably laughed because David was academically weak and probably gave the wrong answers.
2. Factual question – The writer lost all contact with Dr Akide after primary school.
3. Factual question – Dr Akide was being interviewed because he had treated a patient with an especially challenging heart condition.
4. Inferential question – Yes, the writer is impressed with Dr Akide. He was pleasantly surprised and amazed by his interview on television.

Activity 2

Example factual question: When did the writer lose contact with Dr Akide?

Answer: The writer lost contact with Dr Akide when primary school ended and secondary school started.

Example inferential question: Why does the writer say that no one should be written off as a failure until they have died?

Answer: The writer had always imagined that Dr Akide had not achieved much in life. Contrary to that, Dr Akide had turned out to be a leading heart specialist.

Activity 3

1. underestimate
2. dismissed; considered a failure
3. keenly
4. friendly
5. insignificance; unheard of
6. met with; had relations with
7. challenging; difficult
8. fascinating; interesting

Activity 4

1. success
2. strongest
3. criticised; disliked
4. uninteresting; boring
5. expelled; dismissed
6. straightforward; easy

Activity 5

The figure of speech is a metaphor. This sentence means that Dr Akide was very successful as a medical student.

Activity 6

1. 'To drive home a point' is an idiom. It means that a situation or an incident proves something. Here, Dr Akide's success 'drives home the point' that people should not be undermined.
2. 'Make his mark' is an idiom. It means that Dr Akide had achieved success and had become a well-known specialist in his field.

Lesson Title: Formal Letter – Letter of Complaint

Practice Activity: PHL2-L027

Example outline with main ideas of a formal letter:

	11, Hozier Street Freetown.
	16 th June, 2017.
The Principal Excellence Senior Secondary School Freetown.	
Dear Madam,	
COMPLAINT ABOUT FURNITURE	
<u>Introductory paragraph:</u> I am writing to complain about the abysmal state of furniture in our classrooms, especially in SSS 2.	
<u>Main idea 1:</u> The legs of the tables and chairs have become so weak that one breaks almost every day. <u>Supporting statement:</u> The damage records are with the class teacher.	
<u>Main idea 2:</u> The class prefect complained to the teachers as well but that has not helped. <u>Supporting statement:</u> We have complained four times since January this year.	
<u>Main idea 3:</u> The discomfort and lack of furniture are distracting from our lessons. <u>Supporting statement:</u> Every day, at least six to seven pupils must sit on the floor and write.	
<u>Closing paragraph:</u> I request you on behalf of all my fellow pupils to please visit our classrooms, examine the matter, and replace our furniture as soon as possible.	
	Yours faithfully,
	(Signature here)
	Dorita Adewale, President, Senior Students' Council.

Lesson Title: Formal Letter – Letter of Complaint

Practice Activity: PHL2-L028

Activity 2

Example letter about bad water supply:

11, Hozier Street
Freetown.

16th August, 2017.

The Water & Supply Officer
Ward A, Freetown Municipality
Freetown.

Dear Sir,

COMPLAINT ABOUT WATER SUPPLY

I am writing to complain about the lack of water supply and the bad quality of water that we receive in our community, Old Kent Road.

We receive fresh water only four days a week, as opposed to twice daily. The secretary of our committee has even maintained records to show that this has been going on for over a year.

Moreover, whenever we do get a water supply, the water is abnormally coloured with a brown tinge to it. The residents of our community are worried about hygiene and are scared to consume it. Over 20 people have fallen sick in the past two months as a result of bacterial infection from the water.

We have made phone calls and written letters to the officials in the local office, but to no avail. We now need your immediate attention.

On behalf of all the residents of Old Kent Road, I request that you look into the matter and ensure a regular supply of clean, potable water.

Yours faithfully,

Tina Dolde,
Secretary, Old Kents' Residents Association.

Lesson Title: Vocabulary Development: Traditional Religion

Practice Activity: PHL2-L029

Activity 1

1. supreme being 2. creator 3. myths 4. preponderance 5. underling

Activity 2

1. a. 2. b. 3. b.

Activity 3

1. ethnic 2. range 3. point of view 4. received 5. features 6. rarely seen 7. depicted; shown 8. damaging 9. withdrawn

Activity 4

1. contributed to
2. fairly
3. troubled
4. enemies

Lesson Title: Vocabulary Development: Traditional Religion

Practice Activity: PHL2-L030

Activity 1

1. faith
2. prayed
3. divine
4. ritual
5. shrine
6. spiritual

Activity 2

Example sentences:

1. Polytheism: In religions such as Hinduism, people believe in polytheism, the existence of many deities.
2. Mythology: I love to read stories of Greek legends; perhaps I will take a course in mythology.
3. Deity: All the people of the village bowed to their tribal deity and asked for blessings.
4. Spiritual: Eating fresh food is not only good for health, but is also a spiritual exercise and it nourishes the mind, too.
5. Cult: There is a cult in the Indian Ocean that does not believe in communicating with anybody outside of their island.
6. Amulet: I gave you this amulet to wear because I know you feel scared at night.
7. Shrine: The shrine was decorated with several photographs and paintings of deities.

Lesson Title: Vocabulary Development: Ceremonies

Practice Activity: PHL2-L031

Activity 1

1. The child is presented to the community for the first time and is named in a ceremony.
2. They wait to ensure that the child has come to live in the world and not go back to the world of the ancestors.
3. They consider the fire to be beneficial for the baby's well-being.

Activity 2

1. presides
2. unpleasant
3. custom; ritual
4. significance
5. ancestors
6. deceased

Activity 3

1. importance
2. celebrate
3. live
4. events
5. unique

Activity 4

Example main points:

1. The rituals in the wedding ceremony: Groom sits in the hall first, bride comes in later; mother and father give their blessings
2. The role of the relatives and friends: They help family; they welcome the guests
3. Traditional decorations: Drapes, religious items, photographs
4. Traditional food: Desserts, spiced and flavoured rice
5. Traditional dresses worn for the wedding: The girls in the bridal party wear white.

Lesson Title: Vocabulary Development: Ceremonies
Practice Activity: PHL2-L032

Activity 1

1. Example paragraphs to describe a wedding ceremony:
 - Introductory paragraph: It was my elder brother's wedding. The bridal party had barely reached the wedding hall, but I could already smell the heady mixture of the sacred ceremonial fire and the elaborate feast laid out for the guests.
 - Main body: In our village, we decorate the wedding hall with seasonal flowers and colourful cloths draped over doors and windows. All the groomsmen were wearing similar clothes. The bride came in and sat across from the groom. Her parents came and sat beside her to offer prayers and ask for the blessings of their ancestors. A traditional meal of chicken, rice, fish and seasonal vegetables was laid out.
 - Closing paragraph: Finally, my new sister-in-law arrived at our house. The moment was celebratory and also very emotional.

Activity 2

1. bridal party
2. in-laws
3. well-wishers, community
4. practice
5. ceremony

Lesson Title: Punctuation: Inverted Commas
Practice Activity: PHL2-L033

Activity 1

'Madam, thank you for calling me for this interview,' Hassan sounded excited. 'I really think I would be a good fit for this job.'

'You are welcome. Please tell me where you heard about this vacancy,' Ms. Amara inquired. 'I heard the advertisement on the radio show 'All About Today', he replied. 'The presenter of the show called it "a one in a million opportunity.'"

Activity 2

1. Have you seen that movie, 'The Great Dictator'?
2. Lisa thinks her dismal painting is actually 'a work of art'.
3. 'Where were you?' Jonathan asked me. 'We looked for you everywhere!'
4. 'You were the one,' I replied, 'who insisted "I can make my own dinner".'
5. 'The phase transition from liquid to solid is called "freezing"', our professor told us.

Activity 3

1. a.
2. a.
3. a.

Activity 4

1. 'Attack!' commanded the general.
2. 'Come here,' said grandmother. 'I want to see how much you have grown.'
3. 'Run!' shouted the thieves. 'The police are coming!'
4. 'I think he said, "Charles is responsible for maintaining this budget,"' she told him.
5. 'Oh wow! What a beautiful dress!' my friend exclaimed. 'Is it new?'

Lesson Title: Reading Skills Development: Substitution of Words

Practice Activity: PHL2-L034

Activity 2

1. shattered 2. peaceful 3. perilous 4. famous 5. loathe 6. engaging
7. arrangement

Activity 3

Example answer:

I cannot **promise** that you will find this job **simple**. There will be some **problems** that you will **face**. In fact, your **job** requires that you **keep** a **calm attitude** when dealing with **issues**. However, I am **certain** that you will do a **wonderful** job.

Lesson Title: Vocabulary Development: Synonyms and Antonyms

Practice Activity: PHL2-L035

Activity 1

1. f. 2. i. 3. d. 4. j. 5. 3. 6. g. 7. h. 8. a. 9. c. 10. b.

Activity 2

1. hates/detests 2. upset/sad 3. discussion 4. splendid/great 5. interfere
6. good 7. checked

Activity 3

1. d. 2. c. 3. i. 4. a. 5. g. 6. h. 7. e. 8. j. 9. b. 10. f.

Activity 4

1. impolite 2. insufficient 3. shame 4. approximate 5. notorious 6. please 7. moderate

Lesson Title: Vocabulary Development: Synonyms and Antonyms

Practice Activity: PHL2-L036

Activity 1

1. b. 2. h. 3. d. 4. j. 5. e. 6. a. 7. g. 8. f. 9. c. 10. i.

Activity 2

Example answers:

1. The peas were **scattered** all over the kitchen and I helped my sister **gather** them.
2. Earlier, I was **eager** to come to the party but now I am **reluctant**.
3. True friends stay with you in both kinds of situations, in **happiness** and in **misery**.
4. While my neighbour is **friendly** towards me, his wife is **hostile**.
5. An **arrogant** person talks more about themselves than a **humble** person.

Activity 3

1. imitated 2. rare 3. applauded 4. spendthrift 5. abundance 6. persistent 7. laughable
8. accepted 9. hold on 10. fancy

Lesson Title: Reading Comprehension – Drama

Practice Activity: PHL2-L037

Activity 1

1. Explain Juliet's meaning:
 - a. Juliet says that if Romeo is not ready to abandon his name but loves her, then she is ready to abandon her name, Capulet.
 - b. Juliet says that 'Montague' is not a significant or tangible part of Romeo's identity. She wishes he would have another family name.
2. Romeo says that if Juliet accepts his love, then he is ready to be baptised again. That is, he will give himself some other name.
3. Romeo is referring to his newfound hatred for his name as it prevents him from being with Juliet. He says that if he had written the name, he would tear up the paper.
4. The purpose of this scene is to bring Romeo and Juliet together to discover that they love each other in spite of the families they belong to.
5. Figures of speech:
 - a. Personification – The clouds are moving gently and slowly.
 - b. Metaphor – The bosom of the air refers to clouds.
6. a. glorious b. bestride c. retain d. title e. thy

Lesson Title: Reading Comprehension – Drama

Practice Activity: PHL2-L038

Activity 1

1. Cimber whispers pleas into Caesar's ears to forgive and pardon his banished brother Publius.
2. Brutus is also pleading to Caesar to forgive Publius. Since he is Caesar's friend, he makes it clear that he is not flattering him but making a request.
3. Caesar says that he is not one to be moved by pleas. If he was like the others, then he could also make pleas and be affected by them in return.
4. Caesar explains that he makes firm decisions, unlike most people around him. If he decided to banish Publius, then Publius will remain banished.
5. Caesar says that of all the stars, the northern star is the only one that is fixed in its position. Likewise, he is one of the few people in the world who sticks to his decisions.
6. 'Speak, hands, for me' means that Casca's hands speak for him. Casca said this when he stabbed Caesar.
7. Everyone, including Brutus, had decided to kill Caesar. Thus, they are moving close to him to be able to stab him.
8. Here, 'fellow' means another star like the northern star. This is a metaphor.
9. a. repealing b. disenfranchisement c. unassailable d. fall e. fixed, constant
10. a. unworthy b. changing, unfixed c. sanction, approve

Lesson Title: Parts of a Sentence (subject + predicate)

Practice Activity: PHL2-L039

Activity 1

1. subject – Sophia; predicate – ate her breakfast on time

2. subject – whatever you say; predicate – will be recorded in here in court
3. subject – applying to universities abroad; predicate – is a long process
4. subject – mangoes and guavas; predicate – are the fruits of this season
5. subject – the environmental norms; predicate – direct all industries to manage their waste

Activity 2

Identify predicate and object:

1. the new leader of the group – predicate nominative
2. his car – direct object; to the man who lives next door – indirect object
3. my old shoes – direct object; predicate – my old shoes which were lying in the cupboard.
4. is tall – predicate adjective; and is the new security guard of our building – predicate nominative
5. some cookies – direct object; your sister – indirect object

Activity 3

Example answers:

1. stale
2. my notes, my best friend
3. good speaker, the chairperson of our party
4. on your homework
5. blind

Lesson Title: Writing Complete Sentences
Practice Activity: PHL2-L040

Activity 1

Example answers:

1. My hand hurts **and** I cannot write.
2. Wait by the main door. **Your** father will pick you up soon.
3. **If** you go to the dentist, your tooth extraction will be done.
4. Natalia is from Sierra Leone **and** has a job in Freetown.
5. His uncle invited him for the party **but** he did not go.
6. People will look at your naïve countenance **and** take advantage of you. **Then they will** leave.
7. Georgina loves to bake. **She** will open her own bakery someday.
8. Take a right, **then** take a left. **Then take** a second right, go down the street and you will find the store.
9. **If** you want to go to play, eat your breakfast.
10. When he comes **and** when he goes, who can tell?

Activity 2

Example answers:

1. **Is he** absent today?
2. Whenever he comes down from his bedroom, **tell him to meet me.**
3. That secret which she told you last night **was heard by everyone.**
4. **I stained my dress,** which is why I borrowed your dress.
5. Since you like hiking, **you should buy this backpack.**
6. Is that the book **you were mentioning?**
7. If I don't start exercising now, **I will not make it in time for dinner.**
8. **I spent** all day in the café yesterday.
9. The one that he chose for himself **is yellow in colour.**

10. **We will leave** whenever you are ready.

Activity 3

Example paragraph:

I have always loved dancing. I have decided to start taking it seriously. Though I have not practised in years, I can catch up fast. I know that for certain. The dance teacher whom I met yesterday was doubtful about my skills but I reassured her. She told me to start with flexing exercises and stretches. I will start today or maybe tomorrow. I hope to pick up classical styles and contemporary styles. Then I will perform on stage. Hopefully, one day, you will get to see me dance before a large audience.

Lesson Title: How to Write a Five-Paragraph Essay

Practice Activity: PHL2-L041

Example outline:

Introduction

Topic sentence: Mobile phones have been proven to be both beneficial and harmful for teenagers.

Body paragraph #1

Main idea: It takes up time.

Topic sentence:
Teenagers spend up to 4 hours daily on their mobile phones.

Body paragraph #2

Main idea: It hampers personal relationships

Topic sentence: Many teenagers report not being able to pay attention to a conversation for more than 10 minutes.

Body paragraph #3

Main idea: Increases access to information

Topic sentence:
Teenagers are more aware and have easy access to valuable information.

Conclusion

Topic sentence: Mobile phones are not going to disappear anytime soon. However, the time spent on mobiles and the quality of that time can be regulated.

Lesson Title: How to Write a Five-Paragraph Essay

Practice Activity: PHL2-L042

Activity 1

Example outline:

Introduction

Topic sentence: The performance of schools is driven by factors such as school infrastructure, training of the staff and demographic area of the school.

Body paragraph #1

Main idea: School infrastructure

Topic sentence: Schools with fewer supplies and unstructured infrastructure are known to fall behind in scores.

Body paragraph #2

Main idea: School staff training

Topic sentence: Better-trained staff is crucial in boosting student performance and behaviour.

Body paragraph #3

Main idea: Demographic area

Topic sentence: Students from higher socio-economic backgrounds tend to score higher on an average.

Conclusion

Topic sentence (with 3 main ideas): An average school would need a good balance of infrastructure, well-trained staff and a conducive socio-economic environment to improve its students' performance and learning.

Lesson Title: How to Write a Five-Paragraph Essay

Practice Activity: PHL2-L043

1. Conflicting stories are on topics that disagree with this story idea, or stories that are about the same people in a different context.
2. Some stories need photographs that are relevant to the story and help explain the story better.
3. The editor approves the story idea, approves the whole story, decides the headline and suggests changes.
4. A news story is approved for printing after the reporter has checked its layout and format in the paper.
5. The writer does interviews, talks to other people about their ideas and opinions. The writer also looks at public records, photographs and information about the talking heads.
6. This essay is an example of an expository essay. It gives information about how a news story is made. It is also impersonal and unbiased.
7. a. corroborate b. fine tuning c. liaise d. apprised e. crucial f. candid
g. retrieve h. angle
8. a. go b. communities c. interesting d. just e. write
9. a. Idiom: stay ahead of the game
b. Meaning: to be in a position of advantage, success or winning
c. Example sentence: Reading about the latest advancements in medical technology helps surgeons stay ahead of the game.
10. a. vague b. irregular, erratic c. disapproval d. minor, insignificant e. staged, artificial
f. unsuitable

Lesson Title: Reading Comprehension – Expository Essay

Practice Activity: PHL2-L044

1. The Hippo Water Roller is a device used in Africa which is made of a barrel on wheels used to carry water.
2. Women spend hours fetching water probably because of the lack of infrastructure and access to drinking water.
3. When women carry water daily, they are at risk of getting injuries in their muscles and bones. In India, their husbands marry other women to fetch only water.
4. 'Seemingly trivial task' refers to the otherwise easy task of finding water. However, in developing nations, one must put in a lot of effort to get potable water.
5. Water-carrying solutions need to be cheaper and distributed on a large scale to be available to everyone in developing nations.
6. a. safe for drinking; b. shortages; c. strenuous, difficult; d. insignificant, easy; e. consequences; f. changed
7. a. productive for b. areas c. partnership d. main e. unusual
8. a. abundance, excess b. developed c. unsanitary, dirty d. inaccessible e. unhelpful, worthless

Lesson Title: Expository Essay

Practice Activity: PHL2-L045

Example outline:

Introduction

Topic: Life in the city compared to life in the village

Topic sentence: A good life can be defined by 3 main things – education and employment opportunities, lifestyle preferences and proximity to friends and family.

Fact/Step #1

Topic sentence:
Education and employment opportunities are definitely better in urban areas.

Supporting details:
People who study in cities are more likely to be well connected in their professional network.

Fact/Step #2

Topic sentence: Lifestyle choices can affect what one prefers – more amenities or a calm environment.

Supporting details: The city has many facilities but the rural life can take you away from pollution and close to nature.

Fact/Step #3

Topic sentence: The city can often take you away from your loved ones.

Supporting details:
While youngsters are quick to make friends in the city, rates of depression are rising among those who feel isolated from their families.

Conclusion

- Topic sentence: These are the 3 main things on which most people compromise when deciding where to live.
- Summary: Clearly, the urban life, despite its perks, can be daunting. On the other hand, the rural life may not further your career.
- Closing: It is up to each individual to carefully weigh the pros and cons and find their balance.

Lesson Title: Expository Essay

Practice Activity: PHL2-L046

Activity 2

Example outline:

Introduction

Topic: How to make a spinach and cottage cheese dish

Topic sentence: This dish, originally from the Kashmir region of India, uses no tomatoes or onions in the gravy, but red chilies and spices cooked with fried cottage cheese.

Fact/Step #1

Topic sentence: The spinach is boiled and chopped to make it ready for cooking.

Supporting details:
Just leave the spinach in a covered pot with 5 spoons of water and it will soften in 10 minutes.

Fact/Step #2

Topic sentence:
Prepare the cottage cheese, which adds the sweetness to the bitter taste of spinach.

Supporting details:
Stir frying cottage cheese cubes and storing them in cool water keeps them soft.

Fact/Step #3

Topic sentence:
Cook the spinach with spices such as cinnamon, black cardamom, turmeric and red chili powder.

Supporting details:
Before cooking, sauté the spinach in clarified butter for added flavour.

Conclusion

- Topic sentence: The cooked spinach, fried cottage cheese cubes and spices come together in the end to make this dish.
- Summarise: The dish is ideal for winters with its hot and spicy flavours.
- Closing: Add the cottage cheese to the cooked spinach and serve with any choice of bread.

Lesson Title: Comprehending a Listening Passage

Practice Activity: PHL2-L047

Activity 1

1. Example answer: Yes, Abdul is extraordinary because he has made a unique and an inspiring career choice at a young age.
2. Abdul is planning to open a sports facility exclusively for women where they can come and play football in the evenings.
3. Abdul is a football lover and wanted to see what famous football stadiums are like.
4. Abdul's sister would not be able to practise football after senior secondary school and she was sad that she was going to miss it.
5. Abdul is a freelance football coach who trains girls in 3 schools after school hours.
6. This is an idiom which means that Abdul was extremely hopeful and optimistic.
7. a. unique, special b. disappointed, very sad c. someone who works for various employers d. numerous, countless e. unwillingness, hesitation f. about to happen g. available
8. Reported speech:
 - a. My sister said that there won't be any football practice in university!
 - b. Abdul told the girls that if they want to improve their passing skills, they should come for practice regularly.
 - c. Abdul explained to the parents that, as they could see, their daughter is far more confident than she was earlier.

Lesson Title: Word Stress

Practice Activity: PHL2-L048

Activity 1

- | | | |
|------------------|---------------|-------------|
| • simplification | • announce | • poverty |
| • mathematics | • emphatic | • platonic |
| • importance | • exploration | • bitterly |
| • darker | • concession | • lavender |
| • splendid | • freezer | • plausible |
| • subside | • extend | • insidious |
| • office | • floral | • ketosis |
| • employee | • carpeting | • etiquette |

Activity 2

Excerpt from Pride and Prejudice by Jane Austen¹

Mr. **Bingley** was good-looking and gentlemanlike; he had a pleasant countenance, and easy, unaffected manners. His sisters were fine women, with an air of decided fashion. His brother-in-law, Mr. Hurst, merely looked the gentleman; but his friend Mr. **Darcy** soon drew the attention of the room by his fine, tall person, handsome features, noble mien, and the report which was in general circulation within five minutes after his entrance, of his having ten thousand a year. The ladies declared he was much handsomer than Mr. **Bingley**, and he was looked at with great admiration for about half the evening, till his manners gave a disgust which turned the tide of his popularity; for he was discovered to be proud; to be

above his **company**, and **above** being pleased; and not all his large **estate** in **Derbyshire** could then save him from **having** a most **forbidding**, **disagreeable** **countenance**, and being **unworthy** to be **compared** with his friend.

¹Austen, J. (1911). *Pride and prejudice*. Edinburgh: J. Grant. Adapted September 19, 2017, from <https://austenprose.com/pride-and-prejudice-quotes-quip-by-chapter/pride-and-prejudice-quotes-quip-chapters-1-7/>.

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