



Ministry of
Basic and
Senior
Secondary
Education

Pupils' Handbook for
Senior Secondary
English
Language

SSS



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Foreword

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

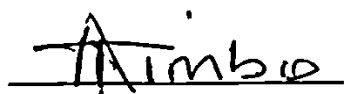
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve thus, DO NOT WRITE IN THE BOOKS.









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Introduction to the Pupils' Handbook

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

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



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

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

Listening and speaking

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

Writing

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

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

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

Reading comprehension

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

Lesson Title: Oral Presentation: Self-Introduction	Theme: Listening and Speaking
Practice Activity: PHL3-L001	Class: SSS 3



Learning Outcomes

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

1. Prepare a brief introduction about yourself using appropriate verbs and vocabulary.
2. Introduce yourself clearly and fluently using appropriate verbs and vocabulary.
3. Introduce someone else clearly and fluently using appropriate verbs and vocabulary.

Overview

A self-introduction has several main components:

- An introduction tells people about you and your background.
- Introductions are usually spontaneous.
- Good introductions include at least your name and an opening/closing greeting.
- Introductions are tailored to the audience and what it wants to know.
- Introductions can discuss topics such as age, where you live or where you were born, family background, education, hobbies, favourite foods and dreams for the future.
- When introducing yourself, speak loudly and use clear language so others can understand you easily.

Practice

1. Add at least one more topic to the self-introduction you wrote in class.
2. Read your new self-introduction aloud as quickly as you can. How long does it take you?
3. Read your self-introduction aloud again, this time at a slower speed. Can you enunciate every syllable?
4. Read your self-introduction aloud again, this time at normal pace. Are you clear and loud?
5. Read the introduction you wrote about a seatmate. Can you stress the pronoun 'he' or 'she' to emphasise the differences between you?

Lesson Title: WASSCE Guidelines	Theme: All
Practice Activity: PHL3-L002	Class: SSS 3



Learning Outcomes

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

1. Identify the types of papers presented in the examination.
2. Name the learning areas tested in Sierra Leone on the examination.

Overview

The English Language exam at WASSCE is divided into 3 papers. Papers 1 and 2 are done in 1 sitting that lasts for 3 hours. Paper 3 is an oral exam done in another sitting and lasts for 45 minutes.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is 1 hour. It is 80 multiple choice questions. It tests your ability to use vocabulary appropriately.
- It also covers idioms, figurative language such as metaphors, and grammatical structure.

Example question:

- She hurt him because she does not know her own _____.
- a. resilience b. strength c. intuition d. discretion (Answer: b. strength)

Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given 5 essay prompts and must choose 1. The essay must be 450 words.
- It tests your ability to provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.
- The prompts come in 9 formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.

Example questions:

- Write a letter to your friend explaining why you will not be able to visit during school holidays.
- Write a story ending with the statement: 'You reap what you sow'.

Paper 2, Section B – Comprehension:

- Paper 2B is 30 minutes. You will answer questions on 1 passage.
- This section tests your ability to really understand what you are reading.
- You will be asked to paraphrase, make inferences from the text, identify grammatical structures and explain literary terms.

Example questions:

- What opinion did others have of the main character?
- What figure of speech is used in the second paragraph?

- Why did the main character do what she did?

Paper 2, Section C – Summary:

- Paper 2C is 40 minutes. You will summarise 1 passage.
- This section tests your ability to determine the most essential points of a passage, extract them and put them into your own words.

Example question:

- In 3-5 sentences, explain why the author thinks fish is tastier than chicken.

Paper 3 – Oral English:

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

Example question 1:

- From the words lettered a, to d., choose the 1 that rhymes with 'detail'.
a. retail b. entail c. deter d. delay. (Answer: a. retail)

Example question 2:

- From the examples lettered a. to d., choose the 1 that has the correct stress on 'benevolent'.
a. BE-nev-o-lent b. be-NEV-o-lent c. be-nev-O-lent d. be-nev-o-LENT.
(Answer: b. be-NEV-o-lent)

Practice

The questions below are similar to the types of questions you will see in the different examination papers. Read each question carefully before answering.

Activity 1

Complete the following 'Paper 1' questions.

1. From the words lettered a. to d., choose the word that **best completes** the following sentence:

While some people like to watch movies during their spare time, others _____ to read books.

- a. prefer
 - b. hate
 - c. stop
 - d. prepare
2. In the following sentence, there is 1 underlined word and 1 gap. From the list of words lettered a. to d., choose the 1 that is most nearly opposite in meaning to

the underlined word and that will, at the same time, correctly fill the gap in the sentence.

To avoid blame for **lighting** the fire, the villain claimed that she _____ it.

- a. set
- b. darkened
- c. extinguished
- d. quenched

3. After each of the following sentences, a list of possible interpretations is given. Choose the interpretation that you consider most appropriate for each sentence.

Because many of the players cheated throughout the game, the final result was a hollow victory. This means that ...

- a. The players were happy to win.
- b. The victory was insignificant.
- c. The players lost the game.
- d. The players were tired at the end.

Activity 2

Read the following passage and answer the 'Section B' comprehension questions on it.

Pupils Perform Poorly

Many pupils in Sierra Leone perform poorly on English examinations because they don't dedicate enough time to revision. This lack of effort can have profound effects on their opportunities for postsecondary education. For university studies to remain within reach, pupils must change their approach to learning English.

The primary area in which pupils can improve is writing. Although many pupils are in the habit of completing homework, they seldom write in English if they are not asked to. Maintaining a journal or writing stories for leisure helps pupils improve their mechanics and seek out new vocabulary.

Pupils would also do well to speak in English outside of class. Pupils who stick to English for a dedicated amount of time each day, even if only one hour, quickly become more comfortable using the language outside the classroom. Their newfound comfort helps them creatively use the language, which is essential for paraphrasing and summarising others' statements.

Last, pupils must read as much as they can. Even elderly people who have read hundreds of books during their lives often encounter new words and expressions, thereby increasing their vocabulary.

By relying solely upon classroom activities and short homework assignments, pupils are missing out on opportunities to prepare for English examinations, including the WASSCE. But pupils who focus on writing, speaking and reading outside of the

classroom should experience a noticeable increase in test scores and improve their chances of acceptance into a top-tier university.


Section B

1. What type of pupils is the writer primarily discussing? What evidence is there of this?
2. To what factors does the writer attribute pupils' poor exam scores?
3. What does the figure of speech 'stick to' mean?

Section C

In 3 sentences, 1 for each, summarise the 3 things pupils can do to improve their WASSCE scores in English Language.

Lesson Title: Parts of Speech Review	Theme: Grammar
Practice Activity: PHL3-L003	Class: SSS 3

 <p>Learning Outcomes By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Identify the 8 parts of speech. 2. Explain the function of each of the 8 parts of speech.
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Overview

The following table revises the 8 **parts of speech**:

Part of speech	Definition	Examples
Noun	Nouns name people, places, ideas or things.	Suzan, city, car, Bo
Pronoun	Pronouns replace nouns – often to avoid repetition.	I, they, it, us
Verb	Verbs show action or state of being. They can be affected by time– past, present or future.	drive, took, is, was
Adjective	Adjectives describe or modify nouns. They show things like size, appearance and number.	slow Suzan, big city, old car, tall man
Adverb	Adverbs modify verbs, adjectives, or other adverbs. They show how, when, where and how much.	cheerfully stands, amazingly healthy, quite quickly, greatly affected
Preposition	Prepositions show how a noun or pronoun is related to another word in a sentence.	Suzan drove to the store in her old car with a friend.
Conjunction	Conjunctions join 2 or more words, phrases or clauses.	Suzan drove to the store in her old car, so it took a long time and she was nearly late.
Interjection	Interjections show excitement or sudden emotion and are usually followed by the use of the exclamation mark.	Wow! Oh! Ouch! Congratulations!

Practice

Activity 1

Complete the following story with an appropriate word for each of the different parts of speech.

_____ (adjective) teachers assign a lot of _____ (adjective) homework. To pass English and go on to become successful, you must _____ (verb) your _____ (noun) and study _____ (adverb). If you – _____ (interjection) – refuse and _____ (verb) your homework instead, you may have difficulty going to university _____ (conjunction) finding a job _____ (preposition) graduation. The key is to listen to every _____ (adjective) thing your teacher says during class. What if other pupils are whispering or _____ (verb)? You will _____ (adverb) have to _____ (verb) them to be _____ (adjective). There are a few essentials you need in order to get the most out of class: _____ (article + noun), a notebook and, of course, _____ (plural noun). When you go home, _____ (verb) everything you learned _____ (preposition) your _____ (noun). That way, if you have an examination, _____ (pronoun) can _____ (adverb) get _____ (adjective) marks.

Activity 2

Identify the correct parts of speech for each word in the sentences below.

1. The weather was quite warm, so we walked lazily along the shady path near an old cemetery in the countryside.
2. We numbly watched a sly cat as it climbed almost imperceptibly onto the ledge by the sofa and rather greedily eyed a poor little mouse under the chair.

Activity 3

The word 'love' is used differently in each of the following sentences. For each sentence, identify the part of speech of the word 'love'.

1. Joe gave us **love**.
2. You **love** reading.
3. This is a **love** story.

Lesson Title: Parts of Speech Review	Theme: Grammar
Practice Activity: PHL3-L004	Class: SSS 3



Learning Outcomes

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

1. Identify the 8 parts of speech in sentences.
2. Write sentences using the 8 parts of speech.

Overview

There are 8 **parts of speech**:

- Noun: a word that names a person, place or thing (Example: Susan, city, car)
- Pronoun: a word that refers to someone or something mentioned elsewhere. In other words, a pronoun replaces a noun. (Example: I, they, it)
- Adjective: a word that describes a noun or pronoun (Example: **slow** Susan, **big** city, **old** car)
- Verb: a word that shows action or a state of being (Example: run, stand, is, am)
- Adverb: a word that modifies a verb, adjective or another adverb (Example: **cheerfully** stands, **amazingly** healthy, **quite** quickly)
- Preposition: a word that shows the relationship between other words (Example: Susan drove **to** the store **in** her old car.)
- Conjunction: a word that joins words and phrases (Example: Susan drove to the store in her old car, **so** it took a long time **and** she was nearly late.)
- Interjection: a word that expresses a sudden emotion (Example: Oh! Hmm! Ouch!)

Practice

Activity 1

Label the parts of speech in the following jumbled sentences, then place the words in correct order.

1. cream house eat the may rat a in ice the
2. insist life really we is but it making simple complicated on
3. with baby bathwater throw the do not out

Activity 2

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

1. You have to believe in **yourself** if you ever expect to be successful at anything.
2. We **left** for the mountain just before 6 o'clock in the morning.
3. We first went **to** the store to buy few things.

4. We had a **breakfast** at a café near the rail station.
5. My friend was not strong enough to lift his **heavy** sack.
6. I helped him carry **it**.
7. The weather was **very** cold.
8. My friend said, '**Oh!** What cold weather!'
9. We did not spend the night **there**.
10. We got back late at night, **but** we did not go to sleep immediately.
11. **Hunger** makes one weak.
12. Joseph is a **fast** runner.
13. **Many** know the answer to the question.
14. Denis runs **fast**.
15. She will **man** the gate.
16. John spoke to him **yesterday**.
17. She was tired **so** she went home to rest.
18. **Between** the chairs was a small table.
19. We went **where** nobody could see us.
20. The **man** came in.

Lesson Title: Vocabulary Development: Government and Administration	Theme: Reading
Practice Activity: PHL3-L005	Class: SSS 3



Learning Outcomes

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

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

Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is **government and administration**.

When reading about government and administration, try to remember new words that you have learnt to help you understand a given passage.

The following are some helpful words for understanding government and administration:

- Policies: A plan proposed by a government or political party
- Parliament: A group of elected officials that makes laws
- Public servant: A government official (either elected or appointed)
- Corruption: Dishonest behaviour by public servants
- Diplomatic: related to managing relations with another country

Practice

Activity 1

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

Sierra Leone After the End of the Armed Conflict¹

The new government faced three major problems. First, it had to end the war and begin the task of national **reconciliation**. Second, it had to embrace **policies** of national reconstruction, including relocating people displaced by the war. Finally, it had to establish discipline within the Armed Forces. The president in his first speech to the people called his plan the three R's: reconstruction, reconciliation and rehabilitation.

In order to achieve his goals, Kabbah formed a **coalition** government that included the major parties in **parliament**. He also reached out to the rebel leader, Foday Sankoh. Sankoh rejected Kabbah's approach, insisting on **power sharing** with the

new government. Sankoh asked Kabbah to implement 'a people's budget' that would include free education, affordable housing, clean water and a sewage system in every village.

The government rejected Sankoh's demands, in particular power sharing. Instead, it set up the National Unity and Reconciliation Commission to investigate injustices against individuals and communities. The government also declared it would fight **corruption** among **public servants** after 500 Sierra Leonean passports, some of them **diplomatic** passports belonging to ambassadors, disappeared.

Comprehension questions

1. According to the passage, where was the armed conflict?
2. What was the plan of the president after the war?
3. With whom did President Kabbah form a coalition?
4. What approach did Sankoh reject?
5. Why was the National Unity and Reconciliation Commission formed?
6. What was the major problem among public services?

Activity 2

Fill in the blank spaces with the correct words from the word bank.


reconciliation	policies	reconstruction	rehabilitation	power sharing
parliament	corruption	public servants	coalition	diplomatic

In every country, there is a _____ that enacts or rejects the _____ to be implemented by the government. If there is any conflict in any community that leads to the destruction of lives and property there should be _____, _____ and _____.

However, if the conflict involves parties, there is always _____ and _____ to bring peace. Sometimes at the governmental level _____ is the major problem and it is often caused by _____. It is solved through _____ or court action.

¹Zack-Williams, A. B. (2002). Sierra Leone After the End of the Armed Conflict. *Cadernos de Estudios Africanos*, (2), 57-75. doi:10.4000/cea.1271

Lesson Title: Vocabulary Development: Government and Administration	Theme: Writing
Practice Activity: PHL3-L006	Class: SSS 3



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

1. Use general vocabulary associated with the field of government and administration.
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 **government and administration**.

When writing about government and administration, try to incorporate a variety of relevant vocabulary. Today’s lesson introduces several more words associated with government and administration. This text is from the perspective of another country, Nigeria.

The following vocabulary can help you write about government and administration:

- Local government: The administration of a town, county or district by representatives
- Federalism: A form of government in which power is divided between a national government and state or local governments
- Indirect rule: A form of government in which one country governs another
- Constitution: A set of fundamental rules that state how the government may rule
- Grassroots participation: Local activity in governance

Practice

Activity 1

1. Complete the paragraphs using the words and phrases from the word bank.

equal to	key to	democracy	colonial rule	vote
three tiers	constitution	weakened	independence	participate

Local Governments in Nigeria¹

People have discussed the role of **local governments** in Nigeria since it became a _____ in 1999. Many thought Nigeria’s leaders would promote **federalism**. The idea was that national, state and local leaders would share power. Unfortunately, this has not happened. However, we believe federalism is a good political system.

Under _____, Britain governed Nigeria from outside the country through **indirect rule**. After _____ from Britain, Nigeria changed the **constitution**. According to the document, Nigeria would have a three-tier system. Those _____ were federal, state and local units of government.

However, the local units of government are being attacked. In 1976, new laws tried to strengthen local governments, but recent changes to the constitution have instead _____ them. The constitution is unclear about how much power local governments have.

Local government is _____ democracy because it is the best way to mobilise people. Democracies do not work if people do not _____. Luckily, despite these attacks, **grassroots participation** is keeping federalism alive. Nigeria is Africa's largest democracy. Other countries look to it as a model. Nigeria needs to strengthen local governments and help rural people _____ in democracy. This will make it a truly federalist system.

Therefore, we recommend that the Nigerian _____ clearly say that Nigeria is a federalist state. Furthermore, local governments should be _____ state and national governments.

2. After you have completed the fill-in-the-blanks activity, write a summary of the text in 3 to 5 sentences.

Activity 2

Write a paragraph of at least 5 sentences comparing and contrasting what you know about the governments of Sierra Leone and Nigeria.

¹Abdulhamid, O., & Chima, P. (2016). Local government administration in Nigeria: the search for relevance. *Commonwealth Journal of Local Governance*, (18), 181. doi:10.5130/cjlg.v0i18.4850

Lesson Title: Active and Passive Voice	Theme: Grammar/Reading
Practice Activity: PHL3-L007	Class: SSS 3



Learning Outcomes

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

1. Define active and passive voice and demonstrate understanding of their function in a sentence.
2. Identify active and passive voice in a text.

Overview

A noun or pronoun has 1 of 6 functions in a sentence:

- Subject: who or what does the action
Example:
 - The principal arrived at 7:00.
 - Hint: Who arrived? The principal.
- Object: who or what receives the action
Example:
 - The pupils greeted the **principal**.
 - Hint: 'The pupils' are the subject. Whom did they greet? The principal.
- Indirect object: who or what receives the direct object
Example:
 - The teachers gave the **principal** their attention.
 - Hint: 'Teachers' is the subject. The teachers gave what? Their attention. To whom? The principal.
- Subject complement: a word that renames or describes the subject after a linking (non-action) verb (such as 'to be') It tells you more about the subject.
Example:
 - Janet is the **principal**.
 - Hint: 'Janet' is the subject. What is Janet? A principal.
- Object complement: a word that renames or describes the object. It tells you more about the object.
Example:
 - They hired her as **principal** of the school.
 - Hint: 'They' is the subject. Whom did they hire? Her. As what? Principal.
- Genitive: a word that indicates possession or close association. This means that it helps to complete the meaning of a possessive pronoun which is the subject.
Example:
 - Our **principal** is at the school.
 - Hint: 'Our' might look like the subject. But it is a possessive and needs another word to be complete. Our what is at the school? Our principal.

Sentences can be written in 2 ways:

- Active voice: The subject performs the action, just as in the examples above.
Example:
 - **She** accidentally consumed palm oil.
 - **He** will present the paper to the committee.
- Passive voice: Passive voice changes the sentence so that the subject **receives** the action of the verb or does not get mentioned at all.
Example:
 - The palm oil was accidentally consumed (by her).
 - The paper will be presented to the committee.

Passive voice phrases have a few common characteristics:

- They always include a form of the verb 'to be', quickly followed by another verb (or adverb). However, it is important to remember that not all phrases with 'to be' verbs are passive.
- Passive sentences are indirect, so they can be more confusing and less clear than active sentences.
- The subject of a passive voice sentence may be unstated, leaving the reader asking 'by whom?' or 'by what?' For instance, look at the sentence 'The man was eaten'. By what? By whom? A passive sentence does not have to say.
- Scientific writers typically use passive voice to make their writing appear more objective because using personal pronouns and names can make writing appear subjective.

Practice

Activity 1

In today's lesson you read the following text. Read it again to help develop your reading comprehensions skills.

Using Virtual Reality¹

Tesla Motors introduced the first privately owned cars with autopilots in October 2015. While initially these systems are likely to be restricted to highway use, they will eventually be found in cities.

The new technology is expected to reduce the number of car accidents significantly. The German Federal Statistics Agency reports that in 2015, 67% of all accidents that caused injuries to people were caused by poor driving. These numbers demonstrate the enormous potential of self-driving cars regarding road safety. In fact, Johansson and Nilsson (2016) claim that self-driving cars will adjust their driving style and speed so that safe handling of any unexpected event is guaranteed at all times.

However, this approach appears unrealistic for many situations. To ensure absolute safety even in very unlikely events, the car would have to drive in an overly cautious manner, and as a result the self-drive feature may be switched off by many drivers. Other rare events, such as a distracted human driver swerving into the opposite lane, seem very hard to avoid completely under any circumstances. Even when completely removing human drivers, we are left with a considerable number of accidents, that could be caused by technical or engineering failure (Goodall, 2014b). There are over a billion cars in operation worldwide, so the amount of traffic alone guarantees that, in spite of the overall expected reduction of accidents, critical situations will occur on a daily basis.

Activity 2

Rewrite the following sentences in active voice.

1. We are taught grammar by Ms Palmer.
2. He was praised by the teacher.
3. The injured were taken to the hospital by the firemen.
4. The town was destroyed by an earthquake.
5. The teacher was pleased with the boy's work.
6. The building was damaged by the fire.
7. By whom were you taught French?
8. You will be given a ticket by the manager.
9. The streets were thronged with spectators.
10. We will be blamed by everyone.
11. The trees were blown down by the wind.
12. The thieves were caught by the police.
13. The letter was posted by Alison.
14. We were received by the hostess.
15. The snake was killed with a stick.
16. The minister was welcomed by the people.
17. He was found guilty of murder.
18. This house was built by Lamin Kamara in 1991.

Activity 3

Read the following text and identify whether the numbered sentences are in passive or active voice.

Example: Mariatu returns home (1). (Answer: active)

Mariatu returns home (1). She cannot believe her eyes.

Her kids, Musu and Abu, are in the living room. They run around the big and expensive table and shout (2). 3. This game is enjoyed by them very much (3).

4. Now Mariatu is invited to join them (4). 'Mummy, come and join us!' 5. Musu and Abu shout (5).

6. So Musu and Abu are joined by Mariatu (6). They run and play. 7. This game is enjoyed very much by all of them (7). Musu kisses Abu. 8. Abu kisses Musu and Mariatu too (8).

Activity 4

Identify whether the sentences use active voice or passive voice.

1. I ate a piece of chocolate cake.
2. The librarian read the book to the students.
3. The money was stolen
4. They are paid on Fridays.
5. The movie is being made in Sierra Leone.
6. I washed my car 3 weeks ago.
7. His hair was cut by a professional.
8. I will introduce you to my boss this week.
9. It should have been fixed by the weekend.
10. The national anthem is being sung by Osman.

¹Sütfeld, L. R., Gast, R., König, P., & Pipa, G. (2017). Using Virtual Reality to Assess Ethical Decisions in Road Traffic Scenarios: Applicability of Value-of-Life-Based Models and Influences of Time Pressure. *Frontiers in Behavioral Neuroscience*, 11. doi:10.3389/fnbeh.2017.00122

Lesson Title: Active and Passive Voice	Theme: Grammar/Writing
Practice Activity: PHL3-L008	Class: SSS 3



Learning Outcomes

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

1. Define active and passive voice and demonstrate understanding of their function in sentences.
2. Write sentences using active and passive voice correctly.
3. Change sentences from passive voice to active voice and vice versa.

Overview

You can change any **active voice** phrase with a direct object into **passive voice**:

- Find a sentence that has a direct object.
Example: The pupils greeted the **principal**.
- Change the position of the object and the subject.
Example: The **principal** greeted the **pupils**.
- Add a 'to be' verb and modify the existing verb as needed.
Example: The principal **was** greeted the pupils.
- Add 'by' to the subject.
Example: The principal was greeted **by** the pupils.

You can change a passive voice phrase with a clear subject into active voice:

- Start with a passive sentence.
Example: The principal was greeted by the pupils.
- Remove 'by' if it is in the sentence.
Example: The principal was greeted the pupils.
- Remove the 'to be' verb and modify the existing verb as needed.
Example: The principal greeted the pupils.
- Change the position of the subject and the object.
Example: The pupils greeted the principal.

You can change any passive voice phrase without a subject into active voice:

- Start with a passive sentence.
Example: The principal was greeted.
- Identify – or guess – the subject and add it to the end.
Example: The principal was greeted the pupils.
- Remove the 'to be' verb and modify the existing verb as needed.
Example: The principal greeted the pupils.
- Change the position of the subject and the object.
Example: The pupils greeted the principal.

Practice

Activity 1

Rewrite the following sentences in active voice.

1. Money is collected by John.
2. The window was opened by Dawa.
3. Our homework has been done by us.
4. A question will be asked by me.
5. The picture can be cut out by him.
6. A lot was eaten by the sheep.
7. Our rooms are not cleaned by us.
8. The car will not be repaired by Isaac.
9. Was this circle drawn by Claudetta?
10. Could the dog be fed by you?

Activity 2

Rewrite the following sentences in passive voice.

1. The police have arrested the thieves.
2. We were enthralled by the marvelous performance delivered by the children.
3. They have invited him to their party.
4. We have shipped your order.
5. The girl recited the poem beautifully.
6. The guests enjoyed the party.
7. The child impressed everyone with his polite manners.
8. A girl from Makeni won the first prize.
9. The readers like the writer's latest book.
10. They are painting the walls.
11. The car has been fixed by the mechanic.
12. She accepted their invitation with pleasure.

Activity 3

Write 5 sentences in active voice. Then write the same 5 sentences in passive voice.

Lesson Title: Reading Comprehension – Descriptive Essay	Theme: Reading
Practice Activity: PHL3-L009	Class: SSS 3



Learning Outcomes

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

1. Identify the features of descriptive writing.
2. Identify the topic sentence of a paragraph.
3. Read a text with fluency.
4. Infer meaning from a text.
5. Answer questions on a text.

Overview

A **descriptive essay** aims to describe something to the reader. It uses sight, sound, smell, taste and touch to paint a vivid picture for the reader. When reading a descriptive essay, pay attention to words that engage the senses and figurative language.

Practice

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

America's Pastime¹

As the sun hits my face and I breathe in the fresh air, I **temporarily** forget that I am at a sporting event. But when I open my eyes and look around, I am reminded of all things American. From the national anthem to the international players on the field, all the sights and sounds of a baseball game come together like a slice of Americana pie.

First, the entrance turnstiles click and clank, and then a hallway of noise bombards me. All the fans' voices **coalesce** in a chorus of sound, rising to a humming clamour. I navigate my way through the crowded walkways of the stadium, moving to the right of some people, to the left of others, and I eventually find the section number where my seat is located. As I approach my seat I hear the announcer's voice echo around the ballpark, 'Attention fans. In honour of our country, please remove your caps for the singing of the national anthem'. His deep voice echoes around each angle of the park, and every word is heard again and again. The crowd sings and hums 'The Star-Spangled Banner', and I feel a surprising amount of national pride through the voices. I take my seat as the umpire shouts, 'Play ball!', and the game begins.

Halfway through the game, I **decide** to find a concession stand. Few tastes are as American as hot dogs and soda, and they cannot be missed at a ball game. The smell of hot dogs carries through the park, down every aisle and inside every concourse. They are always as unhealthy as possible, dripping in grease, while the buns are soft and always too small for the dog. The best way to wash down the Ball Park Frank is with a large soda pop, so I order both. Doing my best to balance the cold pop in one hand and the wrapped-up dog in the other, I find the nearest

condiments stand to load up my hot dog. A dollop of bright green relish and chopped onions along with two squirts of the ketchup and mustard complete the dog. As I continue the balancing act between the loaded hot dog and pop back to my seat, a cheering fan bumps into my pop hand. The pop **splashes** out of the cup and all over my shirt, leaving me **drenched**.

Before I am able to get back to my seat, I hear the crack of a bat, followed by an uproar from the crowd. Everyone is standing, clapping and cheering. I missed a home run. I find my aisle and ask everyone to excuse me as I slip past them to my seat. 'Excuse me. Excuse me. Thank you. Thank you. Sorry', is all I can say as I inch past each fan. Halfway to my seat I can hear discarded peanut shells crunch beneath my feet, and each step is marked with a pronounced crunch.

When I finally get to my seat, I realise it is the start of the seventh inning stretch. I quickly eat my hot dog and wash it down with what is left of my soda pop. The organ starts playing and everyone begins to sing 'Take Me Out to the Ball Game'. While singing the song, putting my arms around friends and family with me, I watch all the players taking the field. It is **wonderful** to see the overwhelming number of players on one team from around the world. It reminds me of the ways that Americans, though from many different backgrounds and places, still come together under common ideals. For these reasons and for the whole experience in general, going to a Major League Baseball game is the perfect way to glimpse a slice of Americana.

Comprehension questions

1. Why does the writer choose the words 'click and clank' to refer to the turnstiles?
2. How does the writer feel about America? What evidence can you cite?
3. Why does the writer buy a hot dog and soda instead of something else?
4. What does 'my pop hand' mean?
5. What rituals does the writer take part in during the game?
6. 'As the sun hits my face ...' is an example of what type of figure of speech?
7. 'As I approach my seat ...'
 - a. What is the grammatical name given for the above expression?
 - b. What is its function as it is used in the passage?
8. For each of the following words, find another word or phrase that means the same and can replace it as it is used in the passage.
 - a. Temporarily
 - b. Coalesce
 - c. Decide
 - d. Splashes
 - e. Drenched
 - f. Wonderful

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Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing
Practice Activity: PHL3-L010	Class: SSS 3



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 **essay** are as follows:

- Organised in at least 5 paragraphs – introduction, body and conclusion
- Paragraphs have a topic sentence and supporting sentences
- Includes at least 450 words
- Written in simple clear language
- Written carefully to avoid errors in spelling, grammar, and punctuation
- Answers the question or addresses the essay topic

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

- Typically, 3 to 5 sentences long – topic sentence, supporting sentences and concluding sentence
- Reinforces the main idea of the essay
- Does not include irrelevant details or statements

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

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

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

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

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

- Summarises and/or expands the points the writer has made
- Relates back to the main idea
- Often uses transition words
- Often presents an idea that will be discussed in the next paragraph
- Is optional but recommended

Practice

Activity 1

Use the following outline to plan and develop your essay on, 'A school fee increase'.

Introduction

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

Topic sentence:

1st Body Paragraph

Main idea:

Topic sentence:

2nd Body Paragraph

Main idea:

Topic sentence:

3rd Body Paragraph

Main idea:

Topic sentence:

Conclusion

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

Topic sentence:

Self-check questions

Use the self-check questions to make sure that you have completed the outline correctly.

- What is your essay about? What is your view on that topic?
- What 3 main ideas can you discuss to support your view?
- Does each topic sentence have a main idea?

- Does the conclusion topic sentence relate back to the main idea of the essay and summarise all the points you have made?

Activity 2

Write an appropriate descriptive sentence to fill in the blank of each of the following paragraphs. Take note of where the blank is in the sentence to determine whether it should be an introductory, supporting or concluding sentence.

1. _____. The sights and sounds of the match were overwhelming. I had trouble concentrating on the pitch – I was too busy observing the spectators around me. I was so distracted that I had no idea when my club scored. I have never been as excited in my life as I was at that football match.
2. The beach is the best place to be during the dry season. For one thing, you can catch fresh lobster just a few metres off the shore, barely getting your feet wet. Not that wet feet are a problem – the cool water feels fantastic on your skin on a hot and humid day. And after a short splash in the waves, the warm sand squishes delightfully between your toes. _____. Although there are plenty of other places to go, none are better than the beach.
3. The quality of food in the school has fallen below acceptable standards. International dietary guidelines say that children should eat no less than 5 servings of fruits or vegetables per day to stay healthy. We know that many primary school children go to school without having eaten a morning meal, let alone vegetables. Worse yet, many of these children go to bed with little more than tea for supper. Yet the school has reduced the amount of vegetables in our meals by nearly 50 percent in the past year. _____.

Lesson Title: Descriptive Essay	Theme: Writing
Practice Activity: PHL3-L011	Class: SSS 3



Learning Outcomes

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

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

Overview

A **descriptive essay** aims to describe something to the reader that they themselves may not have experienced. It uses descriptive vocabulary, such as figurative language, to paint a picture in the reader’s mind and engages the reader’s 5 senses.

Practice

Use the following outline to plan and develop your essay.

Topic (What are you writing about?) _____

Descriptive words:

See	Hear	Taste	Touch	Smell

Details to include:

Self-check questions

Ask yourself the following self-check questions to make sure that you have completed the outline correctly.

- What sights do you remember from your first day? What sounds, tastes, physical sensations and smells?
- What important events happened during the day that you would like to include?
- What descriptive words can you add to make those events come alive to the reader?

Lesson Title: Descriptive Essay	Theme: Writing
Practice Activity: PHL3-L012	Class: SSS 3



Learning Outcomes

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

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

Overview

A **descriptive essay** aims to describe something to the reader that they themselves may not have experienced. It uses descriptive vocabulary to paint a picture in the reader's mind and engages the reader's 5 senses.

Descriptive essays also employ literary devices and figurative language. For example, 'rotten' relates to smell, but you could describe your first day of school as 'rotten' to indicate it went poorly. Or you could say the air inside the classroom was 'fragrant with fresh ideas' to indicate a state of possibility.

Practice

Use the following outline to help put your descriptive essay into a 5-paragraph format:

Topic (What is your essay about?) _____

Introduction

Topic Sentence: _____

Supporting Ideas: _____

Body Paragraph 1

Topic Sentence: _____

Supporting Ideas: _____

Body Paragraph 2

Topic Sentence: _____

Supporting Ideas: _____

Body Paragraph 3

Topic Sentence: _____

Supporting Ideas: _____

Conclusion

Topic Sentence: _____

Restate Main Idea: _____

Self-check questions

Ask yourself the following questions to make sure that you have completed the outline correctly.

- What is the essay about?
- What are the 3 main ideas you want to include in the body paragraphs?
- Do your topic sentences discuss the main idea of the paragraph and connect to the main idea of the essay?
- Does your conclusion expand on your introduction?
- Do you use descriptive language to engage each of the 5 senses?

Lesson Title: Tenses Review	Theme: Grammar
Practice Activity: PHL3-L013	Class: SSS 3



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. Write sentences in the negative, avoiding double negatives.
4. Use the different tenses correctly in speech and in writing.

Overview

Tenses show when an action happens: the present, the past or the future. There are 4 tenses within each: simple, continuous (or progressive), perfect and perfect continuous.

We use the **simple present** tense as follows:

- Use simple present tense to talk about general facts and routines.
Examples:
 - Her grandmother tidies the home.
 - The city is large.
 - We like rice.
- Form the simple present tense of the third person singular (he/she/it) by adding ‘-s’ to the verb.
Example: I eat, you eat, he eats, she eats, it eats, we eat, they eat

We use the **present continuous** tense as follows:

- Use present continuous tense to show that an action is happening now.
Examples:
 - You are leaving for town.
 - He is sleeping.
 - I am reading.
- Form the present continuous tense by using the auxiliary verb ‘to be’ with an ‘-ing’ verb.
Examples: I am leaving, you are leaving, he is leaving

We use the **present perfect** tense as follows:

- Use the present perfect tense to talk about past actions for which time is not specific or important.
Examples:
 - I have worn my suit 3 times.

- They have seen him.
- Also use present perfect tense to talk about repeated actions that began in the past and continue to the present.
Example: I have walked to school every day this year.
- Also use present perfect tense to show that an action has recently been completed.
Example: She has brushed her hair.
- Form the present perfect tense by using the auxiliary verb 'to have' with a past participle (which usually ends with '-ed' or '-en').
Examples: I have washed, you have washed, he has washed, she has taken, we have taken, they have taken.

We use the **present perfect continuous** tense as follows:

- Use present perfect continuous tense to show an action began in the past but is ongoing.
Examples:
 - I have been having trouble.
 - We have been collecting school supplies.
 - It has been working since April.
- Form the present perfect continuous by adding 'have been' with an '-ing' verb.
Examples: I have been working, you have been working, he has been working, she has been working, it has been working, we have been working, they have been working.

The following explains how to form the **negative** of each tense:

- Simple present: Form the negative by placing 'do' and 'not' between the noun/pronoun and the verb ('to do' + not + verb). Exception: the verb 'to be'.
Examples:
 - I am not going to the party.
 - They do not work there.
 - The dog does not bark.
- Present continuous: Form the negative by placing the verb 'to be' and 'not' between the noun/pronoun and the '-ing' verb ('to be' + not + '-ing' verb).
Examples:
 - You are not leaving.
 - He is not sleeping.
- Present perfect: Form the negative by placing 'to have' and 'not' between the noun/pronoun and the past participle ('to have' + not + past participle).
Examples:
 - I have not finished.
 - She has not stopped reading.
 - He has not taken the medicine.

- Present perfect continuous: Form the negative by placing 'to have' and 'not been' between the noun/pronoun and the '-ing' verb ('to have' + not been + '-ing' verb).

Examples:

- I have not been having trouble.
- It has not been working since April.

Practice

Activity 1

Fill in the blanks in the following sentences with the simple present form of the verb given in brackets.

1. I _____ (go) to Bo once a week.
2. She _____ (visit) me.
3. My mother _____ (have) a big house.
4. This building _____ (be) on fire.
5. His brother rarely _____ (leave) town.
6. Daniel _____ (fly) to America once a year.
7. We _____ (miss) her a lot.
8. The bee _____ (buzz) from flower to flower.
9. This girl always _____ (bully) her peers.
10. I _____ (fix) cars.

Activity 2

Fill in the blank in the following sentences with the present continuous form of the verb given in brackets.

1. Hurry up! We _____ (wait) for you.
2. 'What are you _____ (do)?' 'I _____ (write) a letter'.
3. He _____ (work) in Kono at the moment.
4. She does not like to be disturbed when she _____ (study).
5. That child _____ (get) bigger every day.
6. Who is that girl _____ (stand) on the table?
7. The door _____ (lock) fine now.
8. They _____ (watch) the news now.
9. The universe _____ (expand) and has been so since its beginning.
10. My sister _____ (live) at home for the moment.

Activity 3

Fill in the blank in the following sentences with the present perfect form of the verb given in brackets.

1. I _____ (be) here for 2 hours.
2. They _____ (have) those problems for a long time.

3. We _____ (see) this movie already.
4. You _____ (wait) for an answer since March.
5. Peter _____ (be) here since last year.
6. I _____ (know) Susan all my life.
7. Michael _____ (break) his leg.
8. I _____ (build) many houses in my life.
9. You _____ (check) my spelling.
10. They _____ (own) the house since 2010.

Activity 4

Fill in the blank in the following sentences with the present perfect continuous form of the verb given in brackets.

1. The children _____ (watch) videos for 2 hours.
2. _____ (he/study) hard today?
3. Sorry I'm late. _____ (you/wait) for long?
4. He _____ (write) his essay all day, but he has not finished yet.

Activity 5

Change the following positive sentences into negative sentences.

1. We have been working very hard in class this year.
2. They know my phone number.
3. I am driving to school today.
4. My mother has read the newspaper every day this year.
5. Mohamed wears a wedding ring.

Lesson Title: Tenses Review	Theme: Grammar
Practice Activity: PHL3-L014	Class: SSS 3



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. Write sentences in the negative, avoiding double negatives.
4. Use the different tenses correctly in speech and in writing.

Overview

By using the **past tense**, we can discuss when exactly past events happened compared to other events. There are 4 tenses within the past: simple, continuous (or progressive), perfect and perfect continuous.

The rules for **simple past** tense are as follows:

- Use simple past tense to talk about an action that was completed in the past. You do not have to say when it happened.
- With regular verbs, form the simple past tense by adding ‘-ed’ at the end. If the verb ends in ‘-e’ add ‘-d’.

Examples:

- We **baked**.
- You **played**.
- They **screamed**.

- There are many irregular verbs in English that do not follow the rules for forming the simple past tense. They can take many forms.

Examples:

- The pirates **drank** the seawater.
- He **took** her book.
- The cats **ate** their meals.

The rules for **past continuous** tense are as follows:

- Use past continuous tense to indicates an action took place during a certain time period. It is used to provide background details or imply an activity was interrupted.
- Form the past continuous tense by using the verb ‘to be’ with an ‘-ing’ verb.

Examples:

- I **was minding** my own business when the car jumped the curb and nearly ran into me.
- We **were eating** our lunch when we heard the shout.

The rules for **past perfect** tense are as follows:

- Use past perfect tense to talk about something that was finished before another past action.
- Form the past perfect tense by using the verb 'had' with a past participle – which often ends in '–ed' or '–en'.

Examples:

- I **had written** to the newspaper, but did not receive a response.
- She **had filed** the paperwork in the wrong folder, which is why we could not find it.
- The school **had sent** me something about registration before the semester.

The rules for **past perfect continuous** tense are as follows:

- Use past perfect continuous tense to talk about an action that began in the past and continued until at least another point in the past. It is used to show length of time in the past or a reason for a past result.
- Form the past perfect continuous by using 'had been' with an '-ing' verb.
Example (length of time): They **had been living** in Liberia for 4 years when war broke out.
Example (reason for past result): I **had been struggling** to keep up, so the manager took me out of the game.

The **negative** of each tense is formed as follows:

- Simple past: Form the negative by placing 'did not' between the noun/pronoun and the infinitive form of the verb (whether the verb is regular or irregular).
Examples:
 - He did not kick.
 - The captain did not drink seawater.
- Past continuous: Form the negative by placing the auxiliary verb 'to be' and 'not' between the noun/pronoun and the '–ing' verb ('to be' + not + '–ing' verb).
Example: The animals **were not looking** when the lion approached from the other side of the watering hole.
- Past perfect: Form the negative by placing the auxiliary verb 'to have' and 'not' between the noun/pronoun and the past participle ('to have' + not + past participle).
Examples:
 - I had not written to the newspaper in time to receive a response.
 - She had not been there before.

Practice

Activity 1

Change the following sentences into the simple past tense.

1. She buys a book.
2. The teacher punishes the boy.
3. The little girl laughs at the cow.
4. They know it.
5. Who teaches you English?
6. They invite us to their party.
7. His manners disgust me.
8. She sings a lovely song.

Activity 2

Select the correct past continuous form of the verb given to complete each sentence.

1. I _____ television at 8 o'clock yesterday evening.
 - a. watched
 - b. am watching
 - c. did watched
 - d. was watching
2. Momoh _____ all day yesterday.
 - a. painted
 - b. was painting
 - c. paint
 - d. had painted
3. They _____ the whole time they were together.
 - a. quarreled
 - b. were quarreling
 - c. are quarreling
 - d. quarrel
4. As I _____ down the road, I saw Philip.
 - a. were walking
 - b. was walking
 - c. walk
 - d. walked
5. The phone rang while I _____ dinner.
 - a. had
 - b. was having
 - c. have
 - d. am having

Activity 3

Change the verbs in brackets to the simple past or past perfect tense to complete the sentences.

1. We _____ (have) a lot of trouble because we _____ (lose) our passports.
2. Brian _____ (know) many people at the club because he _____ (be) there many times.
3. They _____ (study) English before they _____ (move) to England.
4. She really _____ (like) him because he _____ (help) her.
5. Brima _____ (study) a lot before she _____ (take) the test.
6. They _____ (have) a lot of trouble before they finally _____ (succeed).
7. Mary _____ (be) very sick until she _____ (stop) eating junk food.
8. We _____ (get) into the restaurant only because we _____ (reserve) our places.

Activity 4

Change the verbs in brackets to the simple past or past perfect continuous tense to complete the sentences.

1. I _____ (work) too much, so I _____ (take) a vacation.
2. Martha _____ (sell) soaps before she _____ (open) her own company.
3. When Joe _____ (arrive) Kumba _____ (wait) for over an hour.
4. I _____ (run) for 2 hours by the time I _____ (get) really tired.
5. Patricia _____ (feel) sick because she _____ (eat) a lot of sweets.
6. Mohamed _____ (notice) that somebody _____ (smoke) in the class.
7. Moses _____ (be) very sad because he _____ (fight) with his best friend.

Activity 5

Complete the following sentences using the correct past test in negative form.

1. Brima _____ (eat) the food.
2. Jane _____ (study) the novel.
3. Joseph _____ (dance) when we got to the party.
4. She picked out the red dress which she (wear) _____ for ages.
5. The waiter served something that we (order) _____.
6. We _____ (practise) much before we got a new trainer.
7. My mother was angry because I _____ (do) well in school.

Lesson Title: Tenses Review	Theme: Grammar
Practice Activity: PHL3-L015	Class: SSS 3



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. Write sentences in the negative, avoiding double negatives.
4. Use the different tenses correctly in speech and in writing.

Overview

By using the future tense, we can discuss when exactly future events will happen. There are four tenses within the future: simple, continuous (or progressive), perfect and perfect continuous.

We use the **simple future** tense as follows:

- Use simple future tense to talk about something that will happen (even if you do not know when it will happen).
- Form the simple future tense by using 'will' or 'shall' with an infinitive.
Examples:
 - They **will** complain.
 - He **shall** attend the event.
- You may also form the simple future tense by using 'to be' with 'going to'
Example: The house **is going** to collapse.

The following are the rules for **future continuous** tense:

- Use future continuous tense to talk about something that will happen at a specific time in the future.
- Form the future continuous tense by using 'will be' or 'shall be' with an '-ing' verb.
Example:
 - She **will be driving** when the match starts.
 - I **shall be using** the bicycle this afternoon.

We use the **future perfect** tense as follows:

- Use future perfect tense to talk about an action that will happen before another future action.
- Form the future perfect tense by using 'will have' with a past participle.
Example: By the time you get here, I **will have watched** every show on television.

The following are the features of the **future perfect continuous** tense:

- Use future perfect continuous tense to talk about an action that will begin in the future and continue until some other point in the future. Unlike future perfect tense, it emphasises how long something will take.
- Form the future perfect continuous tense by using 'will have been' with an '-ing' verb.
Example: They **will have been drinking** only water for 40 days by the time they break their fast.

The following is how to form the negative of each tense:

- Simple future: Form the negative by placing 'will not' or 'shall not' in between the noun/pronoun and an infinitive verb (will not/shall not + infinitive). Or place 'to be' and 'not going to' in between the noun/pronoun and an infinitive verb ('to be' + not going to + infinitive).
Examples:
 - They **shall not moan**.
 - The house **is not going to collapse**.
- Future continuous: Form the negative by placing 'will not be' or 'shall not be' in between the noun/pronoun and an '-ing' verb (will not be/shall not be + '-ing' verb).
Example: You **will not be laughing** when your parents come home.
- Future perfect: Form the negative by placing 'will not have' between the noun/pronoun and the past participle (will not have + past participle).
Example: We **will not have had time** to complete the assignment before the teacher comes.
- Future perfect continuous: Form the negative by placing 'will not have been' between the noun/pronoun and an '-ing' verb (will not have been + '-ing' verb).
Example: She **will not have been walking** for very long before a car comes.

Practice

Activity 1

Identify the verb tense being used for words in bold in the positive sentences.

1. I **eat fruit** when I am hungry.
2. During university, she **had grown accustomed** to studying late at night.
3. They **will have been discussing** arrangements for months by the time the wedding comes.
4. I **had been feeling sick** for a long time before I went to the doctor.
5. He **has been complaining** ever since he woke up.
6. Given how out of shape we were, we **played fairly well**.
7. Starting in February, he **will be working** six days a week.
8. After next semester, I **will have taken** all the credits I need to graduate.
9. They **were paying** the taxi driver when it happened.

10. She **is showing** Stephen how to play guitar.
11. He **has returned** from Nigeria.
12. We **shall end** their winning streak.

Activity 2

Identify the verb tense being used for the words in bold in the negative sentences.

1. Unless he registers a surprise goal tonight, the midfielder **will not have scored** in six consecutive seasons.
2. 'I **will not have been teaching** you piano for three years for nothing!' she snapped to her pupil when he asked to skip the recital.
3. He **was not doing** anything out of the ordinary.
4. They **did not want** to seem rude.
5. The older pupils **have not been paying** attention during class.
6. 'We **are not being** very cordial to our guests', she told her husband.
7. 'I **will not continue** jogging', he said, 'if I get hurt'.
8. She **will not be working** there for long if she keeps her bad attitude.
9. Grace **had not visited** the village since last summer.
10. She **had not been sleeping** for long when the dog's barks awoke her.
11. I **do not like** the way she talks to you.
12. The new principal **has not been** here long.

Lesson Title: Tenses Review	Theme: Grammar
Practice Activity: PHL3-L016	Class: SSS 3



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 the double negative.

Overview

There are 12 different tenses:

- Simple present
- Present continuous
- Present perfect
- Present perfect continuous
- Simple past
- Past continuous
- Past perfect
- Past perfect continuous
- Simple future
- Future continuous
- Future perfect
- Future perfect continuous

All of these tenses can be written in positive or negative form. See the tables below for examples:

POSITIVE	Simple	Continuous	Perfect	Perfect continuous
Present	Sandra teaches.	Sandra is teaching.	Sandra has taught.	Sandra has been teaching.
Past	Sandra taught.	Sandra was teaching.	Sandra had taught.	Sandra had been teaching.
Future	Sandra will teach.	Sandra will be teaching.	Sandra will have taught.	Sandra will have been teaching.

NEGATIVE	Simple	Continuous	Perfect	Perfect continuous
Present	Edward does not teach.	Edward is not teaching.	Edward has not taught.	Edward has not been teaching.
Past	Edward did not teach.	Edward was not teaching.	Edward had not taught.	Edward had not been teaching.
Future	Edward will not teach.	Edward will not be teaching.	Edward will not have taught.	Edward will not have been teaching.

Practice

Activity 1

Read the following story and identify the verbs and verb tense(s) used in each sentence.

Susan's Travels

Susan has always travelled a lot. She was only three when she first took a plane ride. Her mother is from Sierra Leone and her father is from Lebanon. Susan's parents had met in Freetown after they had been living there for five years. They met one day while Susan's father was eating at a restaurant and her mother sat down beside him.

Susan travels a lot because her parents also travel a lot. As a matter of fact, Susan is visiting her parents in Lebanon at the moment. She lives in Freetown now, but has been visiting her parents for the past few weeks. She really enjoys living in Freetown, but she also loves going to visit her parents at least once a year.

This year she has flown over 40,000 kilometres for work. She has been working for a company for almost three years now. She is quite certain that she will be working for the company next year as well. Her job requires a lot of travel. In fact, by the end of this year, she will have travelled over 100,000 kilometres! Her next journey will be to the United States. She really does not like going to the United States because it is so far. This time she is going to fly from Lebanon after a visit with her parents. She will have been sitting on a plane for over 10 hours by the time she arrives!

Activity 2

Write a short story using all 12 tenses. You can use the story 'Susan's Travels' as an example. Refer to the tables for help with the different tenses.

Lesson Title: Comprehending a Listening Passage	Theme: Listening
Practice Activity: PHL3-L017	Class: SSS 3



Learning Outcomes

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

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

Overview

The following text is from an international radio show. It is about a football tournament that took place in 2016. The African Nations Championship takes place every 2 years and brings together the best 16 teams in Africa.

Practice

Read the text and answer the comprehension questions on it.

Mali and the Democratic Republic of Congo to Play for Title

After nearly three weeks of intense competition between 16 countries, we have our two **finalists** for the 2016 African Nations Championship, the **continent's** premier football tournament.

In last night's semi-final, the Democratic Republic of Congo defeated Guinea on penalty kicks. The game went into **extra time** after both teams failed to score within 90 minutes of regular time. Jonathan Bolingi's goal in the 102nd minute looked to be the winner. But 20-year-old Ibrahima Sory Sankhon stunned the crowd by scoring right before the final whistle.

Tied 1-1, the game went to a penalty kick shootout. Bolingi and Sankhon each **converted** their attempts, but Guinea was ultimately unable to match DRC's scoring power and lost, 5 to 4.

Today's other semi-final, between Mali and Ivory Coast, also went **down to the wire**. Yves Bissouma scored his first-ever international goal for Mali to put his country on top 1 to 0 late in the match. Ivory Coast, though more talented, could do nothing to even the score.

Mali and the DRC will **square off** for the title on 7th February in Rwanda's capital, Kigali, at 6:30 p.m. Both countries have just three days to prepare. This is Mali's first time in the final. The DRC was champion in 2009.

Comprehension questions

1. During what month did the tournament start? How do you know?

2. Why did Sankhon's goal 'stun the crowd'?
3. What is DRC an abbreviation of? Why does the writer use the abbreviation?
4. Who did the writer think was the better team: Mali or Ivory Coast? How do you know?
5. 'This is Mali's first time in the final' is an example of simple present tense. Change it to simple future tense.

Lesson Title: Creative Writing	Theme: Writing
Practice Activity: PHL3-L018	Class: SSS 3



Learning Outcomes

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

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

Overview

Creative writing can take multiple formats, such as a poem, play, television show, movie, short story, novel or memoir. Most forms of creative writing share the following characteristics:

- Plot: What happens?
- Theme: What is the topic?
- Characters: Who is doing the action?
- Setting: Where and when does it take place?
- Conflict: What problem is the main character having?
- Point of view: Who is telling the story (you or the character), and when is it happening (present or past)?

Practice

1. Use the outline below to develop your ideas for a short story.

Introduction

Place: _____

Time: _____

Characters: _____, _____

Point of view: _____

Rising Action

What happens to the main character?

How does the character respond?

What obstacle stands in her or his way?

How does the character overcome the obstacle(s)?

Climax

What is the final (and biggest) obstacle the main character faces?

Resolution

What is the outcome of the character facing this obstacle?

Self-check questions

Ask yourself the following questions to make sure you have included all the important information in your outline.

- Who is telling the story?
- What event happens to start the story?
- Does your story have conflict between two characters or between a character and something else?
- Does it have an end, or resolution, that ties up the story?

2. Use your outline to write your story.

Lesson Title: Word Stress	Theme: Listening and Speaking
Practice Activity: PHL3-L019	Class: SSS 3



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

We can pronounce words correctly by breaking words into **syllables** and identifying the stressed syllable. For many words, we can guess the stress based on the root word, suffix or part of speech.

Each word is broken up into syllables:

- Syllables are units of pronunciation.
- Each syllable has 1 vowel sound (although it can have multiple vowels).
- Each syllable may have no consonant sounds or multiple consonant sounds.
- Multisyllabic words have more than 1 syllable.
- Polysyllabic words have many syllables.

There are general rules of word stress for 2-syllable words:

- Stress the first syllable of:
 - Most 2-syllable nouns (example: **vot**-ing)
- Stress the root of:
 - Most 2-syllable adjectives – usually the first syllable (example: **cra**-zy)
 - Most 2-syllable verbs – usually the last syllable (example: re-**lease**)
 - Most 2-syllable prepositions – usually the last syllable (example: be-**tween**)

There are also some general rules of word stress for polysyllabic words:

- Stress the third-from-last syllable of:
 - Words ending in ‘-cy’, ‘-ty’, ‘-phy’ or ‘-gy’ (example: ma-**yor**-i-ty)
 - Words ending in ‘-al’ (example: **crit**-i-cal)
- Stress the syllable directly before the suffix of:
 - Words ending in ‘-able’ (example: a-**dor**-a-ble), ‘-ery’ (example: **bak**-er-y), ‘-ia’ (example: **me**-di-a), ‘-ial’ (example: **so**-cial), ‘-ian’ (example: phy-**si**-cian), ‘-ic’ (example: dra-**ma**-tic), ‘-ient’ (example: con-**ven**-ient), ‘-ion’ (example: o-**pin**-ion), ‘-ious’ (example: re-**bel**-lious), ‘-sion’ (example: **ten**-sion), or ‘-tion’ (example: dec-la-**ra**-tion)

Practice

First identify the stressed syllable. Then practise saying the following series of words aloud multiple times. Use the guidance in the Overview section to help you identify the stressed syllable.

1. Declaration, proclamation, expiration
2. Taxable, sharable, relatable
3. Photography, biography, geography
4. Scenery, greenery, bravery
5. Utopia, anemia, diphtheria
6. Radial, bacterial, primordial
7. Pedestrian, civilian, thespian
8. Climactic, terrific, fanatic
9. Lenient, convenient, recipient
10. Communion, reunion, opinion
11. Geological, political, critical
12. Delicious, nutritious, unconscious
13. Occasion, persuasion, admission
14. Relation, occupation, completion

Lesson Title: Emphatic Stress	Theme: Listening and Speaking
Practice Activity: PHL3-L020	Class: SSS 3



Learning Outcomes

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

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

Overview

There are 2 basic types of word in a sentence: **content words** and **structure words**.

- Content words include nouns (example: cat), verbs (example: sell), adjectives (example: interesting), adverbs (example: swiftly) and negative auxiliary verbs (examples: don't, aren't, haven't, can't).
- Structure/function words include pronouns (example: we), prepositions (example: between), articles (examples: a, an, the), conjunctions (example: and) and auxiliary verbs (examples: be, do, have).

In a sentence, we typically stress content words and do not stress structure words. We can make exceptions to clarify or correct information. For example, 'I am doing well' or 'I **am** doing well'.

Practice

1. Identify all of the words to stress in Part 2. Remember that we usually stress content words.
2. After identifying the words to stress in Part 2, practise reading the entire text aloud, stressing the bolded words.

Excerpt from 'A Slander' by Anton Chekhov¹

Part 1

Just at **midnight** the **master** of the **house went** into the **kitchen** to **see** whether everything was **ready** for **supper**. The **kitchen** from **floor** to **ceiling** was **filled** with **fumes composed** of **goose**, **duck** and **many other odours**. On **two tables** the **accessories**, the **drinks** and **light refreshments** were **set** out in **artistic disorder**. The **cook**, **Marfa**, a **red-faced woman** whose **figure** was like a **barrel** with a **belt** around it, was **bustling** about the **tables**.

'**Show** me the **sturgeon**, **Marfa**', **said Ahineev**, **rubbing** his **hands** and **licking** his **lips**. 'What a **perfume!** I could **eat** up the **whole kitchen**. **Come**, **show** me the **sturgeon**'.

Marfa went up to one of the **benches** and **cautiously lifted** a **piece of greasy newspaper**. Under the **paper** on an **immense dish** there **reposed** a **huge sturgeon**, **masked in jelly** and **decorated** with **capers, olives** and **carrots**. **Ahineev gazed** at the **sturgeon** and **gasp**ed. His **face beamed**, he **turned** his **eyes** up. He **bent** down and with his **lips emitted** the **sound** of an **ungreased wheel**. After **standing a moment**, he **snapped** his **fingers** with **delight** and once more **smacked** his **lips**.

Part 2

'Ah-ah! the sound of a passionate kiss ... Who is it you're kissing out there, little Marfa?' came a voice from the next room, and in the doorway there appeared the cropped head of the assistant usher, Vankin. 'Who is it? A-a-h! ... Delighted to meet you! Sergei Kapitonich! You're a fine grandfather, I must say!'

'I'm not kissing', said Ahineev in confusion. 'Who told you so, you fool? I was only ... I smacked my lips ... in reference to ... as an indication of ... pleasure ... at the sight of the fish'.

'Tell that to the marines!' The intrusive face vanished, wearing a broad grin.

Part 3

Ahineev flushed.

'**Hang** it!' he **thought**, 'The **beast** will **go** now and **talk scandal**. He'll **disgrace** me to **all** the **town**, the **brute**'.

Ahineev went timidly into the **drawing room** and **looked stealthily** round for **Vankin**. **Vankin was standing** by the **piano**, and, **bending** down with a **jaunty air**, was **whispering** something to the **inspector's sister-in-law**, who was **laughing**.

'**Talking** about me!' **thought Ahineev**. 'About me, **blast** him! And she **believes** it ... **believes** it! She **laughs**! **Mercy** on us! No, I **can't let it pass** ... I **can't**. I **must** do something to **prevent** his being **believed** ... I'll **speak** to them all, and he'll be **shown** up for a **fool** and a **gossip**'.

Ahineev scratched his **head**, and still **overcome** with **embarrassment**, **went** up to the **French teacher**.

¹Chekhov, A. (1883). *A Slander*.

Lesson Title: Vocabulary Development: Law and Order	Theme: Reading
Practice Activity: PHL3-L021	Class: SSS 3



Learning Outcomes

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

1. Use general vocabulary associated with the field of law and order.
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 **law and order**. The text in the Practice section is from a news article about the Sierra Leone Police and can help you build your vocabulary about law and order.

Do not forget to take note of new words or words that are unfamiliar. You can use a dictionary, context clues and inference to help you understand their meaning. The bigger your vocabulary the more likely you will be successful when sitting WASSCE.

Practice

Read the text and answer the comprehension questions on it.

Sierra Leone Police Spend Money on Fighting Crime¹

The Sierra Leone Police (SLP) wants to increase its presence and reduce crime. Its 2017 budget will do just that.

Like other cities across the world, Freetown will soon use camera **surveillance** to aid police. The SLP will invest over 4 billion leones in cameras as part of the 'Safe City Project'.

Assistant Inspector General Kalia E. Sesay says surveillance will 'increase public confidence in crime prevention and act as a psychological **deterrent**. This is a shift in our normal everyday police work. We want to allay your fears. We are working on several structures to fully respond to any threat.'

Those other structures include a free **hotline** for citizens to report crime and security threats. Trained SLP officers will answer calls. SLP also plans to use scientific methods to identify and track criminals. For instance, it has sent three officers to India to study **forensic** methods such as fingerprinting. It is also using ID **checkpoints** at night to stop armed robberies.

The SLP is also hiring 1,000 new officers to stop criminal gangs and **prosecute** their leaders in court. New officers will receive improved training. The SLP is planning two new buildings. One will help train police officers on peace and security. The other is a new laboratory at the SLP training academy.

Increased spending on surveillance will go along with training of new police prosecutors. Most criminal **defendants** are prosecuted by police, not lawyers. These police will learn how to investigate crimes, question witnesses and use surveillance **evidence** in court.

Comprehension questions

1. How might a free hotline help reduce crime?
2. Turn the sentence 'most criminal defendants are prosecuted by police, not lawyers' into the active voice.
3. What 2 types of evidence will the SLP soon start gathering, according to this article?
4. Is Freetown the first city to use camera surveillance?
5. What is the relationship between the SLP and the court system?
6. 'Most criminal defendants ...'
 - a. What is the grammatical name for this construction as used in the passage?
 - b. What is its function in the sentence?
7. 'We want to allay your fears'.
 - a. What figure of speech is used in the expression?
 - b. What is its meaning in the context of the passage?
8. For each of the following words find another word or phrase which means the same and which can replace it in the passage.
 - a. Reduce
 - b. Deterrent
 - c. Structures
 - d. Prosecute
 - e. Evidence

¹Adapted from the following sources:

Z. J. (2017, August 23). Sierra Leone News: Police to install CCTV cameras across Freetown. *Awoko*. Retrieved from <http://awoko.org/2017/08/23/sierra-leone-news-police-to-install-cctv-cameras-across-freetown/>

Police prosecutors trained. (2013, May 22). *Mysierraleoneonline.com*. Retrieved from http://mysierraleoneonline.com/sl_portal/site/news/detail/854

Lesson Title: Vocabulary Development: Law and Order	Theme: Writing
Practice Activity: PHL3-L022	Class: SSS 3



Learning Outcomes

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

1. Use general vocabulary associated with the field of law and order.
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 **law and order**. The fictional story in the Practice section uses vocabulary from the previous lesson and introduces more words about law and order.

The following list is some helpful vocabulary from the previous lesson that you can use when writing about law and order:

- Hotline: A direct telephone line for a specific purpose, such as an emergency
- Forensic: Related to scientific methods for solving crimes
- Checkpoint: A barrier where travelers must submit to a security check to go through
- Prosecute: To put on trial
- Defendant: Someone accused of a crime
- Evidence: Information that supports a person's guilt or innocence
- Plaintiff: A person who accuses someone of a crime
- Societal norms: Community rules (that are not laws)
- Local customs: Traditional ways of behaving
- Human rights: Things all people are expected to legally have, such as life and freedom
- Civil rights: Things a country allows citizens to have

Practice

Activity 1

Read the text and fill in the blanks using the word bank and your knowledge of law and order.

Bernard Bangura and the Bull in the Back

Bernard would be at home enjoying dinner if he hadn't turned down the wrong street that evening.

He was on his way home from a profitable day driving his taxi when he turned down a side street. There, just a few metres in front of him, _____ a _____. They were stopping cars. He gasped and tried to turn around, but a police officer spotted him.

'You there', the officer called. 'Drive forward'.

Bernard did _____b_____.

'What's your name?' the officer asked.

'Bernard Bangura'.

The officer asked for _____c_____, and Bernard showed it to him. The officer looked at it before handing it back to Bernard and _____d_____.

Bernard breathed a sigh of relief. But just as he started driving, the officer cried, 'Stop!' He must have heard the thumping in the back of the car, Bernard thought.

'Open the boot!' the officer demanded.

Bernard got out _____e_____. 'I do not think that is a wise idea'.

The officer glared at Bernard. 'Are you calling me unwise? Open the boot'.

Bernard opened the boot slowly and then took several quick steps to the side.

Inside, there was a bull. It jumped out of the boot, and the officer tripped over himself running away from it.

The police officer was _____f_____. He got up and immediately **arrested** Bernard, even though he wasn't sure what crime Bernard had committed.

Later that day, the police **charged** Bernard with endangering **public safety** for transporting a bull in a boot. Bernard found that ironic because before the traffic stop, he was the only person in any danger! He was _____g_____ soon after.

Unfortunately, _____h_____ (but fortunately for Bernard), the bull had fled.

Therefore, there was _____i_____ the incident had ever happened. The case was **dismissed**, and Bernard was free to go.

But before he left, the **magistrate** overseeing the _____j_____ asked him, 'Why did you have a bull in the back of your taxi?'

Bernard answered, 'What bull? I was only bringing home dinner'.

Word bank

was a police checkpoint	no physical evidence
as he was ordered	and protested
his driving permit	allowing him to pass
scheduled for trial	angry
for the prosecutor	trial

Activity 2

Answer the comprehension questions on the text.

1. The title has many words starting with 'b'. What literary device does it use?
2. Why was Bernard nervous about going through the police checkpoint?
3. Why does Bernard find the charge against him ironic?
4. Why does Bernard deny the bull was in his trunk at the end?
5. Would the police officer be amused by this story? Why or why not?

Lesson Title: Reading Comprehension – Report	Theme: Reading
Practice Activity: PHL3-L023	Class: SSS 3



Learning Outcomes

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

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

Overview

The text you read in today's lesson is a report about a family trip to Freetown.

Reports do the following:

- Discuss an event in chronological order
- Seek to give the reader information about something that happened
- Use formal language and put any informal language or colloquialisms in quotation marks
- Can be descriptive, narrative, persuasive or expository

Practice

Read the text and answer comprehension questions on it.

My First Trip

I travelled with my family on 28th August to visit my uncle in Freetown. It was the first trip I had ever taken to the capital. The week leading up to the voyage, I made sure to complete my homework so I would not have to do it on the trip.

I ate an egg and tea for breakfast at six in the morning, before walking to the bus station. Once there, my father and mother waited in a **queue** to buy our tickets. The line was all the way to the door. To dodge boredom, I took my brother John outside to play football. My older sister, Hilda, remained inside to read.

When the bus arrived at the Bo station, I placed my things in the compartment underneath and helped John with his bag. Then, I got ready to **board** with my family. I stepped up the stairs and walked past the driver down the aisle, taking John by the hand. I sat next to one of the windows. John sat in the seat next to me.

At the start of the journey, around 8:30, I looked out the window at the breathtaking scenery and listened as John described everything he saw. To pass the time, I suggested to John that we invent a song. Soon thereafter, my sister told us to be quiet so she could study for her senior secondary school exam. However, wanting to

keep John entertained, I sang quietly with him all the way to Yonibana. There, we stopped to **'stretch our legs'** for 20 minutes.

Not long after getting back on the bus, around 9:45, I fell asleep. Several hours later, John shook me awake. 'We are in the capital!' he exclaimed. I looked out the window and saw the ocean for the first time in my life. The sky was a mixture of grey and blue and the ocean looked angry, but I could see fishermen and boats **bobbing** in the moving water. John was silent.

The bus arrived at the main station in Freetown just after noon, and all the passengers got off. We found our luggage in the compartment underneath and got on an empty taxi. Then, we waited another 10 minutes for the taxi to fill up with other passengers. We did not have to go far because my uncle's house was only 15 minutes away.

My uncle met us at the side of the road. He held his hands patiently behind his back. When we **disembarked** and stepped onto the sidewalk, he grabbed my sister's and mother's bags and led us to his home, where my aunt and cousins were waiting for us with lunch. After lunch, my cousins, whom I had not seen since primary school, took John and me to the ocean. They tried to teach us how to swim in the waves, and John seemed to be learning. However, it was too difficult for me. By the end of that first day, I was so tired that I fell asleep in a chair at my uncle's house.

Comprehension questions

1. Roughly what year in school do you think the writer is? Why do you think that?
2. Why did the writer go outside to play football?
3. Who is older: the writer or John? How can you tell?
4. 'The ocean looked angry' is an example of what type of figure of speech? What is its meaning in the context of the text?
5. How long did the writer and his family wait before getting on a taxi?
6. Where might the writer have seen his cousins before?
7. 'When the bus arrived at the Bo station ...'
 - a. What is the grammatical name for this construction as used in the passage?
 - b. What is its function in the sentence?
8. What is the attitude of the uncle to the writer's family? Why do you think this?
9. For each of the following words find another word or phrase which means the same and which can replace it in the passage.
 - a. Queue
 - b. Board
 - c. Breath-taking
 - d. Bobbing
 - e. Disembarked

Lesson Title: Report	Theme: Writing
Practice Activity: PHL3-L024	Class: SSS 3



Learning Outcomes

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

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

Overview

A **report** is a type of text that:

- Reports on an event in chronological order
- Seeks to give the reader information about something that happened
- Uses formal language and puts any informal language or colloquialism in quotation marks
- Can be descriptive, narrative, persuasive or expository

Practice

1. Use the outline below to plan and develop your report.

Topic (What is your report about?) _____

Introduction

Topic Sentence: _____

Actions/Reactions:

a. _____

b. _____

Body Paragraph 1

What happened next: _____

Actions/Reactions:

a. _____

b. _____

Body Paragraph 2

What happened next: _____

Actions/Reactions:

a. _____

b. _____

Body Paragraph 3

What happened next: _____

Actions/Reactions:

a. _____

b. _____

Conclusion

How it ended: _____

Actions/Reactions:

a. _____

b. _____

2. Ask yourself the following self-check questions to make sure that you have included all of the information and that you have completed the outline correctly.
- What are the most important events that happened on your trip? Are they all included?
 - Are all the key events in chronological order?
 - Is your topic sentence relevant to all the events you discuss?

Lesson Title: Vocabulary Development: Simile, Metaphor, Personification	Theme: Reading
Practice Activity: PHL3-L025	Class: SSS 3



Learning Outcomes

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

1. Define simile, metaphor and personification and demonstrate understanding of their functions in a text.
2. Use context clues and inference to determine the meaning of unknown figurative language in a text.
3. Demonstrate understanding of figurative language by explaining examples in your own words.
4. Answer questions on a text.

Overview

Similes and metaphors are similar in that they are both used to make sentences more interesting by comparing 2 unlike things.

A **simile** has the following features:

- Makes a comparison between 2 unlike things
- Uses 'like' or 'as – as'
- Example: I was as hungry as a lion.

A **metaphor** has the following features:

- Makes a comparison between 2 unlike things
- Instead of saying 1 thing is 'like' something else, a metaphor makes 1 thing **become** something else.
- Example: I was a hungry lion.

Below are more examples of metaphors and similes. The 2 words that are being compared are in **bold**.

Similes:

- **She** snuck in quiet as a **mouse**.
- **Christian** jumps like a **gazelle**.

Metaphors:

- Her **eyes** were **stars**.
- The **clouds** are soft **cotton balls**.

Personification is a type of metaphor, but it does make a comparison.

- Gives human characteristics to non-humans.
- Example: The lion laughed at the weak gazelle before pouncing.
 - In this example, laughing is the human characteristic given to an animal.

Practice

Activity 1

Read the following story. The figurative language is in **bold**. Copy the words into your exercise book and note whether each is an example of a simile, a metaphor or personification.

The Plan

Femi sat against his house throwing rocks at the tree in his front yard. He was bored. It did not help that it was hot outside and the road was **as dry as two-day-old fufu**. He yelled out for his brother. 'Yetunde! Come! Let's go get ourselves a cold drink. I am **sweating like an old goat**'.

Yetunde came outside, laughing. 'An old goat has more money than we do! How can we get the money for a cold drink?'

Femi frowned while he thought. 'Maybe we can sell our school exercise books and pencils'.

Yetunde's **eyes were round globes** as he stared at Femi with his mouth open in shock. 'No, no, no! We definitely cannot do that! Let me think. What if went to our neighbours and offered to get their shopping for a very small fee? If we collect enough orders, we could earn enough for a cold drink. The **sun is unforgiving** today, and the store is over an hour's walk away. I bet some people in the village would agree!'

Femi leapt up excitedly. 'Brother, **you are a wise old owl!**'

The two brothers spent the morning collecting orders from their neighbours. When they saw they had enough profit for their cold drink, they ran like the wind all the way to the store. A few hours later they returned, arms heavy with all their purchases, and distributed them to their neighbours. When they were finished, they returned to their **lonely house** and plopped down, more tired than they had ever been. They soon realised they had forgotten to buy their own cold drink.


Yetunde turned to his brother with a smile and said, 'Well, maybe we should just save up and get our very own old goat'.

Activity 2

Rewrite the figurative language in the text using your own words to create new similes, metaphors and personification. When you have finished, re-read the story, adding your examples in.

1. The road was dry as _____.
2. I'm sweating like a(n) _____.
3. Yetunde's eyes were _____.
4. The sun is _____.
5. Brother, you are a(n) _____.
6. They returned to their _____ house.

Lesson Title: Vocabulary Development: Simile, Metaphor and Personification	Theme: Writing
Practice Activity: PHL3-L026	Class: SSS 3

 <p>Learning Outcomes By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of figurative language by using examples to express an idea. 2. Write a paragraph using appropriate figurative language.

Overview

Simile, metaphor and personification are examples of figurative language. Figurative language is when words are used outside of their literal meaning. Figurative language can strengthen our writing, especially for descriptive texts.

- A **simile** compares 2 things using 'like' or 'as – as'.
Example: The basketball player is as tall as a tree.
In this example, the basketball player is being compared to a tree to show that he is very tall.
- A **metaphor** makes a comparison without using 'like' or 'as'.
Example: His legs are tree trunks.
In this example, the basketball player's legs are being compared to tree trunks to show that they are big and strong.
- **Personification** makes a comparison by giving human qualities to something non-human.
Example: The heavens burst into tears.
In this example, the sky is not actually sad and crying. This is another way to say that it is raining.

Practice

Activity 1

Use the following outline to prepare to write a descriptive paragraph about a family member. In each of the boxes write at least 1 simile or metaphor.

Topic (What are you writing about?): _____

Descriptive comparisons:

Looks like ...	Sounds like ...	Feels like ...	Smells like ...

Activity 2

Use the outline you completed to develop a paragraph description of a family member. Your paragraph should include at least 1 example of a simile, metaphor and personification.

Lesson Title: Vocabulary Development: Idioms, Phrasal Verbs and Collocations	Theme: Reading
Practice Activity: PHL3-L027	Class: SSS 3



Learning Outcomes

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

1. Define idioms, phrasal verbs and collocations and demonstrate understanding of their function in a text.
2. Use context clues and inference to determine the meaning of unknown figurative language in a text.
3. Demonstrate understanding of figurative language by explaining examples in your own words.
4. Answer questions on a text.

Overview

Idioms, phrasal verbs and collocations are all expressions of 2 or more words that mean something other than their literal definition.

Collocations are expressions consisting of 2 or more words that often go together and sound correct to native speakers of the language.

- There are no rules for why certain words sound natural together, so they can be challenging to learn and often require memorisation.

Natural sounding	Unnatural sounding
to make a mistake	to do a mistake
to do your homework	to make your homework

A **phrasal verb** is a combination of words that is used like a verb. It consists of a verb and an adverb or preposition.

Phrasal verb	Meaning	Example
find out	to discover	I used a dictionary to find out the meaning of the phrasal verb.
look forward to	to be excited about	We look forward to having you visit us soon.

An **idiom** is an expression whose meaning is different from the meaning of the individual words within it.

Idiom	Meaning	Example
to break a leg	to wish good luck	Break a leg in the competition!
to cut corners	to do something poorly in order to save time and money	The house is falling down because the builders cut corners when they constructed it.

Practice

Activity 1

Read the text and answer the comprehension questions on it. Note that the collocations, phrasal verbs and idioms in Part 1 have been put in **bold**.

Dave and Jim¹

Part 1

I first got to know Dave when I was **going out** with his sister. Where we lived was a run-down **dump**, and there were a lot of people out of work, Dave being one of them. He was always **on the lookout** for a way of making a **bob or two**. Unfortunately, he was the type who got **mixed up** in things very easily and those things often **spelt trouble**.

There was a guy on our street that Dave really **looked up to** called Jim. Jim was a **rough character**, but what he lacked in affection he made up for in **street savvy**. He worked at the market and could sell anything to anyone.

But sometimes Jim got ideas a bit **beyond his station**, which usually meant **coming up with** crazy ideas.

One day, Jim and Dave were in the pub and they **got on to** the subject of money. Jim decided the easiest way to solve their money problems was to **hold up** a local bank. He got so **caught up with** his **madcap scheme** that he read everything he could about safes, and **sent away for** some special tools.

Part 2

It did not take much persuading from Jim to get Dave to go along with the idea. Dave could definitely do with the money and he never liked to miss out on anything. I tried to tell him it was an utterly stupid thing to do, but Dave said he could not go back on his word.

Well, of course, they bit off more than they could chew and ran into problems right from the start. They seemed to think they could just walk off with the money! On the very night they were meant to do the job, Jim came down with the flu and they never went through with it. It was definitely a blessing in disguise. Catching the flu was probably never as good for someone as it was on that occasion.

Comprehension questions

1. How did the author meet Dave?
2. What problem did Dave have?
3. Why did Dave look up to Jim?
4. What plan did Jim have to make money?
5. Why did the plan fail?

Activity 2

Copy Part 2 of the text into your exercise book and do the following:

1. Underline any examples of collocations, phrasal verbs and idioms. Note which type each one is.
2. Explain each of the collocations, phrasal verbs and idioms in your own words.

¹Random stories - Three-part phrasal verbs [Web log post]. (2011, June 12). Adapted September 8, 2017, from <http://random-idea-english.blogspot.ca/2011/06/random-stories-three-part-phrasal-verbs.html>

Lesson Title: Vocabulary Development: Idioms, Phrasal Verbs and Collocations	Theme: Writing
Practice Activity: PHL3-L028	Class: SSS 3



Learning Outcomes

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

1. Demonstrate understanding of figurative language by using examples to express an idea.
2. Write a text using appropriate figurative language.

Overview

Idioms, phrasal verbs and collocations are all expressions of 2 or more words that mean something other than their literal definition.

Collocations are expressions consisting of 2 or more words that often go together and sound correct to native speakers of the language.

Examples: strong coffee, heavy drinker, burst into tears

A **phrasal verb** is a combination of words that is used like a verb. It consists of a verb and an adverb or preposition.

Phrasal verb	Meaning	Example
to give (something) back	to return an object	My brother borrowed my car and I have a feeling he will not give it back.
to bring up	to mention a topic	She keeps bringing up my missing homework.

An **idiom** is an expression whose meaning is different from the meaning of the individual words within it.

Idiom	Meaning	Example
set one's sights on	to desire something; to want to get it or do it	She set her sights on attending an elite university.
at the drop of a hat	to do something instantly	If I were sick, my sister would come to me at the drop of a hat.

Practice

Select 1 of the idioms from the list below and write about an experience in which this idiom applied to you. Use a minimum of 5 sentences. It should end with the idiom you selected:

- To eat (one's) words
- From the frying pan into the fire
- To kill two birds with one stone
- You reap what you sow

Lesson Title: Conditional Tense – Second Conditional	Theme: Grammar
Practice Activity: PHL3-L029	Class: SSS 3



Learning Outcomes

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

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

Overview

Conditional tenses let us discuss things that could happen, things that might have happened or things we wish would happen. They help us answer the question of ‘what if’. There are 5 types of conditionals: zero conditional, first conditional, second conditional, third conditional and mixed conditional.

Use the **zero conditional** to discuss general truths:

- The ‘if’ clause and the main clause both use the simple present tense.
- You can often use ‘when’ instead of ‘if’.
- Form the zero conditional like this: If/when this **happens**, that **happens**

Examples:

- If it rains, the ground gets wet.
- When people eat too much, they get full.
- If you burn wood, smoke appears.

Use the **first conditional** to discuss the probable result of something happening now or something that might happen:

- The ‘if’ clause uses simple present; the main clause uses simple future tense.
- Form the first conditional like this: If this **happens**, that **will happen**

Examples:

- If you do not study, you will struggle on the exam.
- If you eat too much, you will get full.

Use the **second conditional** to discuss events that are imagined (hypothetical situations):

- The ‘if’ clause uses simple past; the main clause uses present conditional tense or present continuous conditional tense.
- Form the second conditional like this: If this **happened**, that **would happen** (present conditional).
- Or form the second conditional like this: If this **happened**, that **would be happening** (present continuous conditional).

Examples:

- I would teach French if I spoke French.
- If they played better, we would not be losing.

Practice

Activity 1

Identify whether the following statements are true or false when we use the second conditional tense. Indicate answers with 'T' or 'F'.

1. The 'if' clause is written in the past tense.
2. The main clause is written in the past tense.
3. The 'if' clause can come after the main clause.
4. It expresses general truths.

Activity 2

Rewrite the following sentences using the second conditional – present conditional.

1. If I go to school, I will see James.
2. If the lions escape from the zoo, someone will get hurt.
3. He will not listen to me if I speak to him.
4. You will feel better if you take the medicine.

Rewrite the following sentences using the second conditional – present continuous conditional.

5. If animals lived in the forest, I would hunt them.
6. If a goat cried, I would hear it.
7. She would drink if she had a glass.
8. If computers were smarter than humans, why would we use our brains at all?

Activity 3

Rewrite the following sentences so that the main clause comes before the 'if' clause.

1. If the cow does not move, I will honk my horn.
2. If the officers see him, they will stop him.
3. If he asked nicely, I would be helping him.
4. If he understood the questions, he would answer.

Activity 4

Rewrite the sentences to make them discuss general truths.

1. If it rained, you would get wet.
2. If you went to war, would you need a gun?
3. If you ate greens, you would gain strength.
4. If you sent letters, you would receive some responses.

Lesson Title: Conditional Tense – Third Conditional	Theme: Grammar
Practice Activity: PHL3-L030	Class: SSS 3



Learning Outcomes

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

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

Overview

The **third conditional** is a way of discussing hypothetical events from the past. Use the third conditional to discuss events from the past that did not happen.

- It allows you to say what probably would have happened if things had been different.
- Often, the third conditional is used to show regret or relief at a past action.
- The 'if' clause uses the past perfect tense. The main clause uses perfect conditional tense or perfect continuous conditional tense. You can place the clauses in any order.
- Form the third conditional like this: If this **had happened**, that **would have happened** (perfect conditional).
- Or form the third conditional like this: If this **had happened**, that **would have been happening** (perfect continuous conditional).

Examples:

- If I had listened, I would have understood.
- If she had missed the coach, she would have been walking home.

Practice

Activity 1

Identify whether the following statements are true or false when we use the third conditional tense.

1. The 'if' clause is written in the past perfect tense.
2. It discusses hypothetical actions.
3. The 'if' clause can come after the main clause.
4. The meaning is the same, regardless of whether you use the perfect conditional or perfect continuous conditional for the main clause.

Activity 2

Rewrite the following sentences using the third conditional – perfect conditional.

1. If I go to school, I see James.

2. If the lions escape from the zoo, someone gets hurt.
3. He does not listen to me if I speak to him.
4. You feel better when you take the medicine.

Rewrite the following sentences using the third conditional – perfect continuous conditional.

5. If animals had lived in the forest, I would have been hunting them.
6. If a goat had cried, I would have been hearing it.
7. If computers had been smarter than humans, why would we have been using our brains at all?

Activity 3

Rewrite the following sentences so the main clause comes before the 'if' clause.

1. If the cow had not moved, I would have honked my horn.
2. If the officers had seen him, they would have stopped him.
3. If he had asked nicely, I would have helped him.
4. If he had understood the questions, he would have answered.

Rewrite the following sentences so the 'if' clause comes before the main clause.

5. You would have gotten wet if it had rained.
6. Would you have fought if you had gone to war?
7. You would have been gaining strength if you had eaten greens.
8. You would have been receiving some responses if you had sent letters.

Lesson Title: Reading Skills Development: Skimming and Scanning	Theme: Reading
Practice Activity: PHL3-L031	Class: SSS 3



Learning Outcomes

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

1. Demonstrate understanding of when to use skimming and scanning when reading a text.
2. Use skimming and scanning to read a text quickly and purposefully.
3. Answer questions on a text.

Overview

Sometimes reading a text during examinations can be overwhelming. But remember, the comprehension questions ask you to look for specific information within the text or pull out general ideas – not understand every word. Skimming and scanning are 2 reading skills that can help you quickly find information and understand the text better.

Skimming is only reading some of a text to try to understand the main ideas.

- Skimming is a good reading strategy when you have little time because the main idea of any text is often found in just a few places.
- You can use several strategies to skim:
 - Read the first paragraph and the last paragraph.
 - Read the first sentence of each paragraph.
 - Look for strong vocabulary.

Scanning is looking for specific information as you read.

- Scanning is a good reading strategy when you have little time because you can quickly find the information you are looking for.
- You can use several strategies to scan:
 - Look for numbers and statistics.
 - Look for vocabulary related to the information you want.

Practice

Read the following comprehension questions, then skim and scan the formal letter below to find the answers. Explain the technique you used to reach each answer.

1. Why does the writer include a title after her name?
2. How many of the writer's classmates have dropped out this year because of pregnancy?
3. In what way do pupils 'fall through the cracks'?
4. Where are the schools the writer is concerned about?
5. Which line of text best sums up the letter?

5 Amodu Street
Off Western Avenue
Bo, Sierra Leone.

5th September 2017

Mr Moiwai Lungay, MP
The Sierra Leone Parliament
Parliament Building, OUA Drive
Tower Hill, Freetown.

Dear Sir,

Spend more on education to combat youth unemployment

I am writing to share my deep concern about youth unemployment and urge you to pass legislation that increases education spending.

According to the United Nations Development Programme, 70 percent of Sierra Leone youth are unemployed or underemployed. This figure is simply unacceptable, as I am sure you would agree. These 15- to 35-year-olds comprise roughly one-third of the country's population and are a key demographic group. Jobless youth in the past have turned to violence. The civil war from 1991 to 2002 may not have happened if there had been more employment opportunities for youth.

Finding employment for youth – and thereby avoiding future conflicts – must start with improved education. Roughly half of working-age Sierra Leoneans have never even attended school, meaning they lack literacy and other essential job skills. Girls are particularly disadvantaged. Fewer than 10 percent of adult women in Sierra Leone have finished secondary school. Often, girls who do enrol in secondary school must drop out after becoming pregnant. An astounding two-thirds of 15- to 35-year-olds have their first child between the ages of 15 and 19.

Unfortunately, Sierra Leone has few ways to keep vulnerable children from dropping out – or getting them back in school once they do. Many countries employ truancy officers to contact absent pupils and their parents. Others ask school staff to call parents of missing pupils. Yet Sierra Leone's schools do not have money for these simple interventions. As a result, most pupils 'fall through the cracks'.

At my own school, over 30 girls have become pregnant this year. Of those, all but eight have dropped out. Many boys, too, have dropped out, sometimes to find temporary mining jobs. Once they realise the jobs are limited, very few come back to school because they are too embarrassed. Many teachers are concerned, but

with over 50 pupils per class, they are unable to support the struggling pupils who are most in need of help.

As a country, we must invest more money and effort in keeping young people in school. Only with an education will they be able to secure well-paying jobs. Please vote for legislation to increase education spending.

Yours faithfully,

(signature)

Lucy Kallon
SSS 3 Pupil.

Lesson Title: Consonant Sounds	Theme: Listening and Speaking
Practice Activity: PHL3-L032	Class: SSS 3



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. Pronounce consonant sounds in initial, medial and end position in words.
3. Identify consonant sounds in a listening passage.

Overview

There are 24 consonant sounds in the English language. Most consonant sounds can come at the beginning (initial), middle (medial) or 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	(not available)	singer	taking

Practice

Read the text aloud then answer the questions about consonant sounds.

Proper Pronunciation

It is difficult to correctly pronounce every word. But you should check that you have used proper pronunciation. Otherwise, others may not understand your speech. You would have to write every word on paper! Just imagine that. Whole conversations would take way too long. Have those thoughts banished from your head.

Consonant sound questions

1. Identify whether each sound is in the initial, medial or end position in the following words.
 - a. The /t/ in 'thoughts'
 - b. The /p/ in 'paper'
 - c. The /r/ in 'proper'
 - d. The /r/ in 'write'
 - e. The /d/ in 'understand'
2. How many consonant sounds are in each of the following words?
 - a. long
 - b. otherwise
 - c. speech
 - d. check
 - e. you
3. What consonant sound does each word share?
 - a. would, word, otherwise
 - b. have, head, whole
 - c. difficult, check, conversations
 - d. too, write, understand
 - e. every, have, conversations

Lesson Title: Conditional Tense – Mixed Conditional	Theme: Grammar
Practice Activity: PHL3-L033	Class: SSS 3



Learning Outcomes

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

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

Overview

The **mixed conditional** is a way of discussing hypothetical events from the past and how they would affect the present and the future. We can use the mixed conditional in 2 ways.

Use the mixed conditional to discuss events from the past that did not happen, as well as the probable results of those hypothetical events:

- Unlike the third conditional, which discusses how the past would have been different, the mixed conditional talks about how the present would be different.
- Like the third conditional, the mixed conditional is often used to show regret or relief at a past action.
- The 'if' clause uses the past perfect. The main clause uses present conditional. You can place the clauses in any order.
- Form the mixed conditional like this: If this **had happened**, that **would happen**. Here are some examples:
 - If I **had learned** French, I **would live** in France now.
 - If they **had started** yesterday, they **would be** done.

Another way to use the mixed conditional is to discuss a past result that happened because of an ongoing condition:

- The 'if' clause uses simple past tense. The main clause uses perfect conditional tense.
- Form the mixed conditional like this: If this **happened**, that **would have happened**.
Examples:
 - If she hated spiders, she would have stepped on that one.
 - If I was not busy, I would have helped.
 - He would have turned red if he ate the pepper.

Practice

Activity 1

Identify whether the following statements are true or false when we use the mixed conditional tense.

1. The main clause can be written in 3 ways.
2. It often shows regret at a past action.
3. The mixed conditional only discusses hypothetical conditions.
4. The 'if' clause always uses some form of past tense.

Activity 2

Rewrite the following sentences using the first type of mixed conditional.

1. If I go to school, I will be friends with James.
2. If the lions escape from the zoo, someone will be hurt.
3. He is not happy if I speak to him.
4. You feel better when you take the medicine.

Rewrite the following sentences using the second type of mixed conditional.

5. If animals had lived in the forest, I would have been hunting them.
6. If I was living closer, I would have been coming to your house.
7. If computers had been smarter than humans, why would we have been using our brains at all?

Activity 3

Rewrite the following sentences so the main clause comes before the 'if' clause.

1. If the cow had not moved, I would still be there.
2. If the officers had seen him, they would have him under arrest.
3. If he had asked nicely, I would help him.
4. If he had understood the questions, he would answer.

Rewrite the following sentences so the 'if' clause comes before the main clause.

5. You would be wet if it had rained.
6. Would you fight if you had gone to war?
7. You would gain strength if you had eaten greens.
8. You would receive some responses if you had sent letters.

Lesson Title: Case in Nouns – Subjective	Theme: Grammar
Practice Activity: PHL3-L034	Class: SSS 3



Learning Outcomes

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

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

Overview

Nouns and pronouns can change their form depending on how they are used in a sentence. They take 1 of 3 cases: subjective (for subjects), objective (for objects) and possessive.

The **subjective case** is used for a pronoun that replaces the subject.

- **Subject:** Who or what does the action
Example with noun: The **principal** arrives at 7:00.
Example with subjective pronoun: **She** arrives at 7:00.

The subjective case can also be used for a pronoun that replaces the subject complement.

- **Subject complement:** A word that renames or describes the subject after a linking (non-action) verb (such as 'to be')
Example: Janet is **the principal**.
Example with subjective pronoun: **She** is the principal.

The subjective case looks like this:

- I, you, he, she, it, we, they and who (for questions)
- Use the subjective case to replace subject nouns and, sometimes, subject complements.
- Using these subjective pronouns, we can add a verb to make a sentence.
Examples: I knew, you knew, he knew, she knew, we knew, they knew, who knew?

Practice

Activity 1

Identify which of the following statements about the subjective case are true and which are false.

1. We can use the subjective case to replace object nouns.
2. We can use the subjective case to replace a possessive and a subject noun.
3. We use the subjective case along with the simple tense of the verb.
4. We can use the subjective case along with past and future tenses.

Activity 2

Rewrite the following sentences to correctly use the subjective case:

1. Me eat before my sister.
2. He do not have elephants in our country.
3. Us citizens must vote for good leaders.
4. Whom reads the books every night?

Activity 3

Replace all of the subject nouns with appropriate pronouns.

1. The wild animals scared the villagers.
2. Michaela was an excellent veterinarian.
3. If the 2 pupils had known there was homework, they would have done it.
4. Does Stephen know whose car that is?
5. The sweet girls love Mathematics and Science.

Rewrite the sentences so that the subjective pronoun(s) come(s) first.

6. Our manager was she.
7. The soldiers will be Joseph and he.
8. They were who?

Activity 4

Replace the following possessives and subject nouns with the correct subjective pronoun.

1. our friends
2. my toy
3. her sister
4. his mother
5. their cars

Lesson Title: Case in Nouns – Objective	Theme: Grammar
Practice Activity: PHL3-L035	Class: SSS 3



Learning Outcomes

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

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

Overview

Objective pronouns take a different form than subjective pronouns. We use them to replace direct objects and indirect objects.

- The **objective case** is used for object nouns: me, you, him, her, it, us, them, whom.
- You cannot use objective pronouns in front of a verb to form a sentence.
Example: 'Me know' is not a sentence because there is no subject.
- To use an object, you must first have a subject and a verb, even if the subject is implied.
Example: In the sentence 'understand me', the subject is implied to be 'you'; the sentence is a command.

Practice

Activity 1

Identify which of the following statements about the objective case are true and which are false.

1. We can use the objective case to replace any noun.
2. The objective case is used for fact-based statements instead of opinions.
3. We use the objective case in every sentence.
4. We can use the objective case along with past and future tenses.

Activity 2

Rewrite the following sentences to correctly use the objective case:

1. I eat before her arrives.
2. We do not have they in our country.
3. They cannot intimidate we citizens.
4. We sang to they every night before bed.
5. To who is the letter addressed?

Activity 3

Replace all direct objects with appropriate pronouns.

1. The wild animals scared the villagers.
2. Michaela was an excellent mother to Amad.
3. If the 2 pupils had been better students, they would have done the homework.
4. Does Stephen own the cars?
5. The sweet girls love Sally.

Activity 4

Fill in the blank with the appropriate word from the choices given in brackets.

1. _____ (who/whom) do you love?
2. _____ (who/whom) is there?
3. _____ (whoever/whomever) they are, they are not very nice.
4. Do you remember to _____ (who/whom) you gave it?

Activity 5

Replace the following possessives and object nouns with the correct objective pronoun.

1. our friends
2. my toy
3. her sister
4. his mother
5. their cars

Lesson Title: Case in Nouns – Possessive	Theme: Grammar
Practice Activity: PHL3-L036	Class: SSS 3



Learning Outcomes

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

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

Overview

Possessive pronouns take a different form than subjective or objective pronouns.

Several possessives have multiple forms, such as: my and mine; your and yours; her and hers; our and ours; their and theirs. Possessive pronouns that end in 's' do not take an apostrophe (').

- In each case, 1 form is used in front of nouns to indicate possession.
Examples:
 - my brother
 - your desk
 - her hair
 - our classroom
 - their father
- The other form is used without a noun to refer to an implied subject or object.
Examples:
 - Mine is over here.
 - She ate yours.
 - The voice was not hers.
 - It is not ours.
 - Theirs is a happy home.

	Subjective	Objective	Possessive
1 st person	I	me	my, mine
	we	us	our, ours
2 nd person	you	you	your, yours
3 rd person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs
Relative and interrogative pronouns	who	whom	whose
Indefinite pronouns	everybody	everybody	everybody's

Practice

Activity 1

Identify which of the following statements about the possessive case are true and which are false.

1. It must be next to an object or subject.
2. Every pronoun has 2 possessive forms.
3. The possessive can stand alone as the sentence subject.
4. The possessive can stand alone as the sentence object.

Activity 2

Rewrite the following sentences to correctly use the possessive tense:

1. I eat before she sister arrives.
2. We do not have them in we country.
3. They cannot intimidate us to turn we backs on we fellow citizens.
4. Ours mother sang to us every night before bed.
5. Of all the voices, your is the one I miss hearing.

Activity 3

Identify the possessive pronoun in each of the following sentences:

1. Their howls scared the villagers away from the forest.
2. Michaela was an excellent mother to her little Amad.
3. If the 2 pupils had been better students, they would have done their homework.
4. Does Stephen own the cars he loans out to his friends?
5. The sweet girl adores Sally, but her love is unreturned.

Activity 4

Fill in the blanks with the appropriate word given in brackets.

1. _____ way is simple. _____ is more complicated. (their, theirs, my)
2. Will you be there for _____ birthday when she opens _____ present? (her, hers, our)
3. Her hair fell in curls around _____ face. My face was long, whereas _____ was round. (her, hers, my)
4. _____ photo did you see? Was it _____? (whose, whom, he, his)
5. _____ wheels spun around until the wind stopped. (its, it's, whose)

Lesson Title: Reading Comprehension – Drama	Theme: Reading
Practice Activity: PHL3-L037	Class: SSS 3



Learning Outcomes

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

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

Overview

Dramas are plays that are performed on stage, on television or on movie screens for other people to watch. They are a type of creative writing. Therefore, dramas have the following characteristics of creative writing:

- Plot: What happens?
- Themes: What are the general topics?
- Characters: Who is doing the action?
- Setting: Where and when does it take place?
- Conflict: What problem does the main character have?
- Point of view: Who is telling the story and when is it happening?
 - Some plays use a narrator or chorus to discuss what is happening to characters.
 - Many plays just place the audience in front of the characters so we can see what is happening in the present.

In a drama script, the names at the beginning of each paragraph indicate that a character is speaking. During a performance, that actor says the line without the name. The words in brackets are directions to the actor. The actor does not say the words in the brackets. Instead, the actor does those actions.

Practice

Read the excerpt from the play, ‘The Trifles’ and answer the comprehension questions on it.

Excerpt from ‘The Trifles’ by Susan Glaspell¹

County

Attorney: (*rubbing his hands*) This feels good. Come up to the fire, ladies.

Mrs Peters: (*after taking a step forward*) I’m not—cold.

Sheriff: *(unbuttoning his overcoat and stepping away from the stove as if to mark the beginning of official business)* Now, Mr Hale, before we move things about, you explain to Mr Henderson just what you saw when you came here yesterday morning.

County

Attorney: By the way, has anything been moved? Are things just as you left them yesterday?

Sheriff: *(looking about)* It's just the same. When it dropped below zero last night I thought I'd better send Frank out this morning to make a fire for us—no use getting pneumonia with a big case on, but I told him not to touch anything except the stove—and you know Frank.

County

Attorney: Somebody should have been left here yesterday.

Sheriff: Oh—yesterday. When I had to send Frank to Morris Center for that man who went crazy—I want you to know I had my hands full yesterday. I knew you could get back from Omaha by today and as long as I went over everything here myself—

County

Attorney: Well, Mr Hale, tell just what happened when you came here yesterday morning.

Hale: Harry and I had started to town with a load of potatoes. We came along the road from my place and as I got here, I said I'm going to see if I can't get John Wright to go in with me on a party telephone. I spoke to Wright about it once before and he put me off, saying folks talked too much anyway, and all he asked was peace and quiet—I guess you know about how much he talked himself; but I thought maybe if I went to the house and talked about it before his wife, though I said to Harry that I didn't know as what his wife wanted made much difference to John—

County

Attorney: Let's talk about that later, Mr Hale. I do want to talk about that, but tell now just what happened when you got to the house.

Hale: I didn't hear or see anything; I knocked at the door, and still it was all quiet inside. I knew they must be up, it was past eight o'clock. So I knocked again, and I thought I heard somebody say, 'Come in'. I wasn't sure, I'm not sure yet, but I opened the door—this door *(indicating the door by which the two women are still standing)* and there in that rocker—*(pointing to it)* sat Mrs Wright.

(They all look at the rocker.)

County

Attorney: What—was she doing?

Hale: She was rockin' back and forth. She had her apron in her hand and was kind of—pleating it.

County attorney: And how did she—look?

Hale: Well, she looked queer.

County Attorney: How do you mean—queer?

Hale: Well, as if she didn't know what she was going to do next. And kind of done up.

County Attorney: How did she seem to feel about your coming?

Hale: Why, I don't think she minded—one way or other. She didn't pay much attention. I said, 'How do, Mrs Wright, it's cold, ain't it?' And she said, 'Is it?'—and went on kind of pleating at her apron. Well, I was surprised; she didn't ask me to come up to the stove, or to set down, but just sat there, not even looking at me, so I said, 'I want to see John'. And then she—laughed. I guess you would call it a laugh. I thought of Harry and the team outside, so I said a little sharp: 'Can't I see John?' 'No', she says, kind o' dull like. 'Ain't he home?' says I. 'Yes', says she, 'he's home'. 'Then why can't I see him?' I asked her, out of patience. 'Cause he's dead', says she. 'Dead?' says I. She just nodded her head, not getting a bit excited, but rockin' back and forth. 'Why—where is he?' says I, not knowing what to say. She just pointed upstairs—like that (*himself pointing to the room above*)—I got up, with the idea of going up there. I walked from there to here—then I says, 'Why, what did he die of?' 'He died of a rope round his neck', says she, and just went on pleatin' at her apron. Well, I went out and called Harry. I thought I might—need help. We went upstairs and there he was lyin'—

Comprehension questions

1. Why is the county attorney worried that something has been moved?
2. Who is Frank?
3. Why do you think Hale discusses irrelevant details?
4. Why did Hale want to see John Wright?
5. How do the men treat the women in this scene?
6. Why do you think the play starts with the county attorney telling the women to come to the fire?

¹'The Trifles' by Susan Glaspell (1916) is in the public domain.

Lesson Title: Drama	Theme: Writing
Practice Activity: PHL3-L038	Class: SSS 3



Learning Outcomes

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

1. Identify the features of a drama.
2. Use an outline to draft a drama.
3. Write a drama demonstrating correct usage of the features of a drama.
4. Use appropriate and relevant vocabulary when writing a drama.
5. Write a drama with correct grammar and spelling.

Overview

When writing **drama**, we use all the features of creative writing:

- Plot: What happens?
- Themes: What are the general topics?
- Characters: Who is doing the action?
- Setting: Where and when does it take place?
- Conflict: What problem does the main character have?
- Point of view: Who is telling the story (you or a character), and when is it happening (present or past)?

The challenge is converting the actions into a dialogue-based story with directions for the actors. Remember that in a drama script, the names at the beginning of each paragraph indicate that character is speaking. The words in brackets are directions to the actor.

Practice

Use the outline below to develop your ideas for a drama. Once you have completed the outline, ask yourself the self-check questions. Then write your drama.

Introduction

Place: _____

Time: _____

Characters: _____, _____

Rising Action

What happens to the main character?

How does the character respond?

What obstacle stands in her or his way?

How does the character overcome the obstacle(s)?

Climax

What is the final (and biggest) obstacle the main character faces?


Resolution

What is the outcome of the character facing this obstacle?

Self-check questions

1. What event happens to start the drama?
2. Does your drama have conflict between 2 characters or between a character and something else?
3. Does your drama have an end, or resolution, that ties up the story?

Lesson Title: Question Tags – Present Tense	Theme: Grammar
Practice Activity: PHL3-L039	Class: SSS 3

	<p>Learning Outcomes</p> <p>By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Identify question tags in the present tenses. 2. Use question tags in positive and negative questions.
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Overview

Question tags can be used in any sentence to confirm a statement or ask a rhetorical question.

- Question tags are short questions at the end of sentences.
- They turn a statement into a question.
- They can be real questions or rhetorical questions.
- If the statement is positive, the question tag is negative.
- If the statement is negative, the question tag is positive.

Question tags can be used for all of the 4 present tenses.

	Simple	Continuous	Perfect	Perfect continuous
Present	Sandra teaches.	Sandra is teaching.	Sandra has taught.	Sandra has been teaching.

There are 5 ways to make question tags in the present tense:

- If the sentence is in simple present tense and has no auxiliary verb, use 'don't/doesn't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - Paul loves her, doesn't he?
 - You know the answer, don't you?
- If the sentence is in simple present or present continuous tense and has the auxiliary verb 'to be', use 'aren't/isn't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - Barbara is great, isn't she?
 - They are winning, aren't they?
- If the sentence is in present perfect or present perfect continuous tense, use 'haven't/hasn't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - It has been a long time, hasn't it?
 - They have been playing well, haven't they?

- If the sentence uses a modal verb, such as 'can', 'could' or 'should', ignore the rules. Instead, use the same modal verb for the question tag. Place the subject as a pronoun at the end.

Examples:

- I can go on the trip, can't I?
- They should know better, shouldn't they?

- If the sentence starts with 'there is' or 'there are', ignore the rules. Instead, use 'aren't there' or 'isn't there' for the question tag.

Examples:

- There is room for one more, isn't there?
- There are more hotel rooms available, aren't there?

The following are examples of how to change statements into **negative** using question tags:

- Simple present (to eat)
 - He does not eat cassava, does he?
- Present continuous (to be dreaming)
 - I am not dreaming, am I?
- Present perfect (to have watched)
 - They have not watched a movie, have they?
- Present perfect continuous (to have been wondering)
 - You have not been wondering about that, have you?

Practice

Activity 1

Identify which of the following statements are true and which are false about question tags in the present tense.

1. When using modal verbs, tense has no effect on the question tag.
2. Simple present always uses 'don't' or 'doesn't' for positive question tags.
3. Except for 'there is' and 'there are', the subject of the sentence is always restated at the end of the question tag as a pronoun.

Activity 2

Add question tags to the following positive sentences:

1. The storekeeper is closing up early for the day.
2. His brother and he have walked a long way to find you.
3. There are too many mosquitoes along the coast.
4. We have been needing a vacation from school.
5. It has been a long day for everyone.

Add question tags to the following negative sentences:

6. You would not say they are good friends.
7. You do not realise what I am telling you.
8. The rest of us have not been following along.
9. The marriage has not gone well.
10. They are not coming to the end of the road.

Activity 3

Change the following sentences from positive to negative and add question tags.


1. Their mother is furious with them, isn't she?
2. Gordon is biting off more than he can chew, isn't he?
3. Samantha has wandered around the town for days, hasn't she?
4. It has been snowing since we arrived, hasn't it?
5. You have been bothering my goats, haven't you?

Activity 4

Answer the following questions as though someone is asking you for confirmation. Start with 'Yes,' or 'No,'.

1. Grace does not like chilli, does she?
2. They have a telephone, don't they?
3. You have been accepting applications to your university, haven't you?
4. Robert has seen my photo, hasn't he?
5. There is no talking him out of it, is there?

Lesson Title: Question Tags – Past Tense	Theme: Grammar
Practice Activity: PHL3-L040	Class: SSS 3

	<p>Learning Outcomes</p> <p>By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Identify question tags in the past tenses. 2. Use question tags in positive and negative questions.
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Overview

Question tags can also be used for all of the past tenses.

	Simple	Continuous	Perfect	Perfect continuous
Past	Sandra taught.	Sandra was teaching.	Sandra had taught.	Sandra had been teaching.

There are 3 ways to make question tags in the past tense:

- If the sentence is in simple past and has no auxiliary verb, use 'didn't' for the question tag and place the subject at the end.
Example: You lost it again, didn't you?
- If the sentence is in simple past or past continuous and has the auxiliary verb 'to be', use 'weren't/wasn't' for the question tag and place the subject at the end.
Examples:
 - It was a bit sad, wasn't it?
 - You were listening to the radio, weren't you?
- If the sentence is in past perfect or past perfect continuous, use 'hadn't' for the question tag and place the subject at the end.
Examples:
 - He had been reading that book for a month, hadn't he?
 - They had completed the assignment, hadn't they?

The following are examples of how to conjugate phrases into the **negative** form of the past tense using question tags:

- Simple past (to forget)
 - They did not forget, did they?
- Past continuous (to be speaking)
 - You were not speaking, were you?
- Past perfect (to have finished)
 - She had not finished her supper, had she?
- Past perfect continuous (to have been sleeping)
 - He had not been sleeping well, had he?

Practice

Activity 1

Identify which of the following statements are true and which are false about question tags in the past tense.

1. Negative sentences in the simple past without auxiliary verbs always take 'did' for a question tag.
2. If the verb 'to be' appears anywhere in the sentence, we must use 'weren't' or 'wasn't'.
3. In the simple past, we always use 'didn't' for the question tag.

Activity 2

Add question tags to the following positive sentences:

1. My sister and I gave you what you needed.
2. The musician cleaned the instruments.
3. The businessman had been travelling to Europe since he was 30.
4. That plane was flying at a speed of at least 600 kilometres per hour.
5. They allowed the house to be overrun by animals.

Add question tags to the following negative sentences:

6. There were no more oranges in the garden.
7. You did not recognise the man in the black coat.
8. The 2 girls did not run faster than every other person in the class.
9. You did not think it was possible for Frank to win.
10. They would not have done that if they had been in your position.

Activity 3

Rewrite the following sentences from negative to positive and add question tags.

1. Our father would not have liked the play, would he?
2. That sentence did not make sense, did it?
3. She did not enjoy that movie, did she?
4. We could not have gotten very far, could we?
5. You were not hungry last night, were you?

Activity 4

Answer the following questions as though someone is asking you for confirmation.

Start with **Yes/No**.

1. It did not snow while you were there, did it?
2. They did not use all the paper, did they?
3. I was a perfect gentleman, wasn't I?
4. He had talked about a hidden treasure, hadn't he?
5. We had not been having any problems, had we?

Lesson Title: Conditional Tenses Review	Theme: Grammar
Practice Activity: PHL3-L041	Class: SSS 3



Learning Outcomes

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

1. Demonstrate understanding of when and how to use conditional tenses.
2. Identify the different conditional tenses in sentences and their meaning.
3. Use the conditionals correctly in speech and in writing.

Overview

There are 5 types of conditional tenses. The conditional tenses are used to talk about what could happen, what might have happened, and what we wish would happen. Most sentences using the conditional contain the word if.

The table below explains the 5 conditional tenses:

Conditional Type	Use to discuss	'If' clause	Main clause
Zero	A general truth	Simple present	Simple present
First	A possible condition and its likely result	Simple present	Simple future
Second	A hypothetical condition and its likely result	Simple past	Present conditional or present continuous conditional
Third	A hypothetical past condition and its likely result in the past	Past perfect	Perfect conditional
Mixed	A hypothetical past condition and its likely result in the present	Past perfect	Present conditional

The following are examples of conditional sentences:

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

Practice

If I Had Only Listened to My Mother

If I had only listened to my mother, I would not be in this bad situation now. It all started when I came home from school yesterday. I was trying to figure out how to do my Maths homework. The instructions said, 'If you multiply the two numbers, you get the answer'. But I could not remember how to multiply numbers larger than 11, so I started to count on my fingers. My mother saw me and said, 'If you always use your fingers to multiply, you will never learn how to do it on paper!'

Thereafter, I tried to do the multiplication problems on paper. If I was good at Maths, I would have finished right away. However, the homework was taking forever. Frustrated, I ripped up the last of my paper. My mother scolded me again. 'You would still have paper if you multiplied in your head!' I was so mad, I refused to do any more homework that day.

When I went to school the next day, I did not have my homework with me. I also still did not know how to multiply large numbers. That day, the teacher collected homework. If I had not ripped my paper, I would have been able to show my homework to the teacher. Instead, I had nothing to show. As a punishment, the teacher assigned me extra homework. That is what I am doing now.

Activity 1

Change the following sentences into the zero conditional:

1. If I go to school, I will see James.
2. If the lions had escaped from the zoo, someone would have gotten hurt.
3. He would not listen to me if I spoke to him.
4. You would feel better if you had taken the medicine.

Change the following sentences into the second conditional using the present continuous for the main clause:

5. If animals had lived in the forest, I would have been hunting them.
6. If I was living closer, I would have been coming to your house.
7. She would have drunk if she had had a glass.
8. If computers had been smarter than humans, why would we have been using our brains at all?

Change the following sentences into the mixed conditional:

9. If it rained, you would get wet.
10. If you went to war, would you need a gun?
11. If you ate greens, you would gain strength.
12. If you sent letters, you would receive some responses.

Rewrite the following sentences so the main clause comes before the 'if' or 'when' clause.

13. If you only knew how much I cared, you would not accuse me of lying.

14. When we arrest a man, we take him to prison.

15. If the tarmac ends, we stop.

16. If they had won, they would be celebrating.

Activity 2

Identify which conditional tense is used in each sentence.

1. If animals had lived in the forest, I would have hunted them.

2. She would eat if she had a spoon.

3. If animals talked, what would they say?

4. If I do not like someone, I do not speak to him.

Activity 3

Identify whether the following statements are true or false about the conditional.

1. The 'if' clause uses the same tense regardless of the conditional.

2. Conditionals only discuss hypothetical actions.

3. You can usually replace 'if' with 'when' in the mixed conditional.

4. The 'if' clause can come after the main clause.

5. Conditionals can be used to show regret at a past action.

Lesson Title: Reading Skills Development: Summarising	Theme: Reading
Practice Activity: PHL3-L042	Class: SSS 3



Learning Outcomes

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

1. Read a text and summarise the important information.
2. Demonstrate reading comprehension by summarising main ideas.
3. Answer questions on a text.

Overview

Summarising is restating the main ideas of a text in just a few words. Using summarisation techniques can help us to remember the most important parts of what we read. Here is the right way and wrong way to summarise a text:

Do

- Use your own words
- Restate the main idea
- Include important information
- Reduce the words used

Do not

- Copy from the text
- Change a few words or switch their order
- Include unnecessary details
- Change the main idea

Let's look at 3 summarisation strategies we can use.

First, we can write a **1- to 2-word summary**. This allows us to check that we understand the topic or theme.

Second, we can ask **Who-What-Where-When-Why-How** and answer the following about a text or paragraph:

- Who is being discussed?
- What is happening? / What happened? / What will happen?
- Where is this happening?
- When is it happening?
- Why is it happening?
- How is this important?

For example, the second paragraph of the text below would look like this:

- Who is being discussed? Poor people
- What is happening? Growing as a population
- Where is this happening? Around the world
- When is it happening? Right now
- Why is it happening? There are not enough houses
- How is this important? People do not have good homes to live in.

We would then make that into a sentence.

Example:

The population is growing around the world, yet there are not enough good homes for poor people to live in.

Third, we can use the **Somebody-Wants-But-So** technique. Explain who wants something, what they want, what conflict happened, and what the resolution was.

Example: **Romeo and Juliet wanted** to be married, **but** their families were enemies, **so** they died.

Practice

Read the text and answer the comprehension questions on it.

The Effect of Inadequate Housing on Poverty¹

The number of people living in slums worldwide is estimated to be more than a billion. Experts in urbanisation fear that the ever-growing slums in the world will soon become more populous than the cities. Findings like these, however, do not show clearly the devastating effect which substandard living conditions have on the poor. The situation is more serious in developing countries, where many people lack basic amenities such as adequate housing and modern health care services.

It is ironic that while some of the richest nations want to build colonies on the moon and explore Mars, growing numbers of their poorest citizens cannot afford a decent place to live here on Earth. It might be easy to conclude that the poor could remedy their situation if they showed more initiative, but factors involved in the housing crisis are beyond their control. The world's population is increasing at an alarming rate, such that millions of houses are needed to keep pace with this development.

It is a fact that cities provide more facilities than the rural areas. It is easier to get electricity and a good water supply, pursue one's education and secure well-paid jobs in cities than in villages. Very often those in the villages hanker for such opportunities. One cannot, therefore, blame them when they seize the first opportunity to reside in the cities. They do not mind going away from the villages to reside in congested cities, thereby contributing to over-population in the cities.

In troubled areas of the world, political disasters, civil wars and suicide bombing are common. Poor people, women and children run away from such troubled areas to preserve their lives. They seek refuge in whatever shelter they can find when existing buildings are completely destroyed. The relationship between housing and poverty cannot be ignored. People who cannot afford such basic necessities as food and clothing may not be able to rent or build decent houses. These and other factors have forced millions of people to settle for substandard housing. They live in abandoned buses, shipping containers, cardboard boxes and other unthinkable places.

The housing problems, just like many other problems facing the world, should be tackled with urgency. However, the cost of land for the erection of houses is high. Even when land is secured, the high cost of building materials is another problem to contend with. One must not, therefore, blame building agencies which employ methods that enable them to build inexpensive houses.

Comprehension questions

1. What 1- to 2-word summary would you use for this text?
2. Use the Who-What-Where-When-Why-How method to summarise the text in 1 sentence.
3. Use the Somebody-Wants-But-So method to summarise the text in 1 sentence.
4. Who does the writer think is primarily responsible for dealing with the problem of slums? What evidence can you cite?
5. What does the writer mean by 'very often those in the village hanker for such opportunities'?

¹This passage is adapted from WAEC English Language Examination, 2012.

Lesson Title: Consonant Clusters	Theme: Listening and Speaking
Practice Activity: PHL3-L043	Class: SSS 3



Learning Outcomes

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

1. Identify and pronounce consonant clusters in words.
2. Identify and demonstrate understanding of consonant clusters in initial, medial and end position in words.
3. Identify consonant clusters in sentences.

Overview

Consonant clusters are groups of 2 or more consonant sounds. (Example: st)

They can come before a vowel, after a vowel or between vowels. (Example: **steal**, **east**, tested)

Some consonant clusters can be found at the beginning, middle or end of a word. (Example: start, rested, best). Most, however, are found either toward the beginning or end of words.

Be careful! Some words that look like they have consonant clusters do not. For example, 'bl', as in black, is at the beginning of many words. The letters 'bl' also appear in words such as 'capable' or 'suitable', but such words have a vowel sound between the /b/ and the /l/. Therefore, 'bl' in those cases is not a consonant cluster.

Consonant Cluster	Sounds	Examples		
bl	/b/ and /l/	blame	blue	capably
cl	/k/ and /l/	clean	class	sickly
fl	/f/ and /l/	flat	flow	affluent
gl	/g/ and /l/	glass	strangler	aglow
sl	/s/ and /l/	slim	slow	asleep
thr	/th/ and /r/	three	through	throw
shr	/sh/ and /r/	shrimp	shrink	shroud
chr	/k/ and /r/	Christmas	chrome	chronology
str	/s/, /t/ and /r/	strand	strap	extra
spr	/s/, /p/ and /r/	spray	spring	spread

The following are examples of some of the above consonant clusters in sentences:

- On **Christmas**, I **gladly** ate **shrimp** from the sea.
- The **clean clam** comfortably **clung** to its **shiny shell** **through** the **strange spring**.
- The **flowers** I grew **slid** down the hill in the rain shower.

Practice

1. Which of the following words use the same consonant cluster? (Choose all that apply.)

- a. slippery, sled, also, asleep
- b. bluster, balm, blame, taxable
- c. fellow, flew, flatten, fall
- d. glad, gladder, gladly, glade
- e. claim, calm, calamity, clamp
- f. thrice, threatened, thorough, throng
- g. shrink, shrunk, share, shame
- h. strip, string, strand, stripe
- i. sprain, spire, inspire, sprawl

2. Find each of the 10 consonant clusters from the table in the following sentence:

Throughout Christmas, I ate flavourful foods from a glorious meal spread upon a blue tablecloth, including sliced chicken and shrimp straight from the sea.

3. Which word in each row does not feature any consonant clusters?

- a. bleat, fleet, cleat, feet
- b. stick, sick, strict, stone
- c. game, frame, plane, claim
- d. icicle, bicycle, priceless, eyeless
- e. throat, gloat, boat, float

Lesson Title: Linking Verbs	Theme: Grammar
Practice Activity: PHL3-L044	Class: SSS 3



Learning Outcomes

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

1. Define action verbs and linking verbs and demonstrate understanding of their function in a sentence.
2. Explain the difference between action verbs and linking verbs.
3. Identify action verbs and linking verbs in sentences.
4. Write sentences using action verbs and linking verbs correctly.

Overview

There are 2 basic types of verbs: verbs that show action and verbs that show a state of being. We call these action verbs and linking verbs.

Some verbs can either be action verbs or linking verbs. We can identify which one based on how they are used in the sentence.

The following are features of an **action verb**:

- Show the relationship between a subject and an object
- Explain what a subject does
- Can describe a physical action, such as 'to walk'
- Can describe a mental action, such as 'to worry'
- Can describe ownership by using 'to have'

The following are features of a **linking verb**:

- Shows a relationship between the subject and an adjective
- Describes a state of being
- Can be replaced with a form of the verb 'to be' or 'to become' and still make sense

The most common linking verbs are 'to be' or 'to become'. Other common linking verbs include: to appear, to feel, to grow, to look, to remain, to seem, to smell, to sound, to stay and to taste.

To tell the difference between an action verb and a linking verb, ask yourself:

- What is the subject?
- Is the verb showing the relationship between a subject and an object or between a subject and an adjective?
- Can you replace the verb with 'to be' or 'to become'?

The following are examples of action verbs and linking verbs in sentences:

Action verb: Sulaiman stole his sister's notebook.

- What is the subject of this sentence? (Answer: Sulaiman)
- What is the object? (Answer: his sister's notebook)
- What action did the subject do? (Answer: stole)

Linking verb: The chicken stew smells amazing.

- What is the subject of this sentence? (Answer: the chicken)
- What action is the subject doing? (Answer: nothing)
- What is the adjective? (Answer: amazing)
- What is the verb? (Answer: smells)
- Can you change the verb to a form of 'to be' or 'to become'? (Answer: Yes. The chicken is amazing.)

Practice

Activity 1

Which of the following is **not** true of linking verbs?

1. 'Became' is a linking verb.
2. 'Feel' can be either a linking verb or an action verb.
3. Linking verbs describe relationships between sentence subjects and adjectives.
4. Sentences with linking verbs have subjects but cannot have objects.

Activity 2

Replace the highlighted word with a descriptive linking verb that is not a form of 'to be' or 'to become'.

Example: Matenah **became** sick with worry after her brother went missing.

Answer: Matenah **felt** sick with worry after her brother went missing.

1. Morlay and Kabba's mother thought they **were** more nervous than usual.
2. Yamba thinks eggs **are** delicious.
3. 'I will **be** at my post', the officer stated.
4. If something had died, it would definitely **become** rotten.
5. The workers **became** increasingly agitated with their boss.

Activity 3

Identify whether each of the following sentences uses action verbs or linking verbs.

1. You look pretty happy with yourself.
2. Have you heard the news?
3. I tried to taste dinner.
4. He became as white as a ghost.
5. She felt around her purse for her car keys.

6. That lightning appears extremely dangerous.
7. Taste the water before you offer it to guests.
8. They feel funny being in debt to you.
9. We watched the smoke appear in the distance.
10. After secondary school, he remained a quiet person.

Activity 4

Fill in the blanks with the most appropriate linking verbs (in the correct tense) from the word bank. Use each word only once:

smell	taste	grown	remain	seem	become	feel	look
-------	-------	-------	--------	------	--------	------	------

1. You have to practise to _____ the best in the world.
2. The wild birds _____ too mean to approach.
3. I _____ totally awake after sleeping so well.
4. It _____ ridiculous for rich people to think about money, doesn't it?
5. The weather was too pleasant to _____ that way for long.
6. After all that hard work, a loss would _____ bitter on the players' tongues.
7. I am afraid of _____ old.
8. The linens on my bed _____ clean enough to wear.

Lesson Title: Finite and Non-finite Verbs	Theme: Grammar
Practice Activity: PHL3-L045	Class: SSS 3



Learning Outcomes

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

1. Define finite and non-finite verbs and demonstrate understanding of their function in a sentence.
2. Explain the difference between finite and non-finite verbs.
3. Identify finite and non-finite verbs in sentences.
4. Write sentences using finite and non-finite verbs correctly.

Overview

Verbs can be placed into 2 categories: **non-finite verbs** and **finite verbs**. Non-finite verbs are also called infinite verbs.

- Both finite verbs and non-finite verbs are used in sentences.
- Non-finite verbs do not modify the subject of a clause.
- In other words, they do not refer to who is doing an action or when the action takes place.
- Therefore, anyone or anything could be doing the action at any point in the past, present or future.
- Finite verbs, on the other hand, use tense and a subject to explain who is doing the action and when the action happens. (Example: Joseph **escapes**; Joseph **is escaping**)

The most common type of non-finite verb is the infinitive:

- An infinitive is the verb as it is listed in the dictionary. You will often see an infinitive with the word 'to' in front of it. (Examples: to laugh, to cry, to sing)
- To turn an infinitive verb into a finite verb, we simply add a subject and give it a tense. (Examples: he will sing; we are singing; you sang)
- Finite verbs can stand alone as the main verb, but infinitives need other verbs to form a sentence.

Example (finite): He **hurt** his knee.

Example (infinitive): His knee began to **hurt**.

Infinitive verbs do not always have 'to' in front of them.

- The 'to' is dropped for modal verbs: can, could, may, might, must, shall, should, will, would
Example: I might tell you.
- The 'to' is often dropped for verbs that come after certain verbs and a direct object: feel, hear, help, let, make, see and watch.
Example: You let him help.

The following sentences use infinitive verbs:

- I wanted to **go** to the village.
- He needs someone to **take** notes.
- To **be** honest, I do not think about it that much.
- What did you want to **know** about them?

For each, we can ask the following to discover the infinitive.

- Who is the subject?
- What action does the subject do?
- What is the infinitive?
- Can the infinitive stand on its own with the subject?

For instance, in 'I wanted to go to the village':

- Who is the subject? I
- What action does the subject do? wanted
- What is the infinitive? to go
- Can the infinitive stand on its own with the subject? No – 'I go' or 'I went' is misleading because the sentence is about **wanting** to go, not actually doing it.

The following are examples of infinitives without a 'to' before them:

- You can **give** me more details tomorrow.
- The teacher is making us **do** homework.
- I shall **call** you next week.

Practice

Activity 1

Identify all the infinitive verbs in the following sentences:

Example: Did you remember to **call** her?

1. The man returned to help the wounded bird.
2. I thought you could do better.
3. He traveled to Guinea to improve his French.
4. We shall go to the stadium to watch the match.
5. She began screaming at her parents for trying to send her to the village.
6. The other pupils seemed to be excited.
7. If you have never been, you must go.
8. The mother felt her baby sleep in her arms.
9. Why do you not talk to me about what you plan to do?
10. It may rain later this evening.

Activity 2

Correct the following sentences by adding 'to' where needed:

Example: He awoke early see the sunrise.

Answer: He awoke early to see the sunrise.

1. Her leg started ache toward the end of the game.
2. I wanted go but I did not because I had study.
3. Do you still need see me tomorrow?
4. You do not always have say something aloud be understood.
5. Be blunt about it, I do not like talk to you.

Activity 3

Identify the subject and corresponding finite verb of the following sentences:

Example: I very much like your book.

Answer: I like

1. I should not be talking to you.
2. Do you really want to do it?
3. His brother tried to help.
4. I know you will be there when I need you.
5. The 3 blind mice quickly ran to the cupboard.

Activity 4

Decide which of the following sentences use the infinitive. Choose all that apply and identify the infinitive.

Example: He attempted to score a goal.

Answer: Yes, 'score'

1. I do not know how to do this.
2. What do you remember about that night?
3. Could you walk home?
4. When are you leaving on your trip?
5. What time does he wake up in the morning?
6. Not to rush you, but we are already late.
7. Whatever happened to him, I hope he is okay.
8. Let us watch them play for a bit.
9. You will never guess what I saw.
10. I helped him get out of the car.

Lesson Title: Finite and Non-finite Verbs	Theme: Grammar
Practice Activity: PHL3-L046	Class: SSS 3



Learning Outcomes

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

1. Define finite and non-finite verbs and demonstrate understanding of their function in a sentence.
2. Explain the difference between finite and non-finite verbs.
3. Identify finite and non-finite verbs in sentences.
4. Write sentences using finite and non-finite verbs correctly.

Overview

There are 3 types of non-finite verbs:

- **Infinitive:** the basic form of a verb (Examples: to run; to walk; to swim)
- **Gerund:** a verb used as a noun. It takes the ‘-ing’ form at the end.
Examples:
 - **Running** is boring.
 - I like **walking**.
 - Before **swimming**, I eat.
- **Participles:** usually a verb used as an adjective (example: **broken** door)
 - Present participle: Like a gerund, a present participle ends with ‘-ing’. It is slightly different from the gerund in how it is used, but both are non-finite verbs. Many people refer to any ‘-ing’ form as a gerund-participle.
 - Past participle: This is the form of the verb one uses for the present, past or future perfect tenses. (examples: have **run**, had **walked**, will have **swum**)
- Because infinitives, gerunds and participles take the same form in the past, present and future tenses, they do not help one identify when something happened. Therefore, they are non-finite verbs.

When trying to find a finite verb, ask the following of the sentence:

- Is the verb being used as a noun? If so, it is a gerund.
Example: **Painting** is one of my favourite hobbies.
- Is the verb being used as an adjective? If so, it is a participle.
Example: My room is **painted** red.
- Does the verb come after the word ‘to’? If so, it is an infinitive verb.
Example: I want to **paint** another picture.
- Does the verb take a subject? If so, it is a finite verb.
Example: I **am painting** pictures of my parents.

The following are examples of gerunds:

- My father tried to enjoy **listening** to music.
- I love **working** in the school garden.
- **Speaking** of classmates, what will happen to Lansana?

The following are examples of past participles:

- He wore a **torn** jacket.
- The girl **taken** to the hospital was very sick.
- Finally **closed**, the door stopped making noise.

Practice

Activity 1

Identify all the gerund-participles in the following sentences:

Example: Did you remember **calling** her?

1. The man tried returning to help the wounded bird.
2. I thought dancing was your favourite thing to do.
3. By visiting Morocco, he greatly improved his Arabic.
4. Going to the stadium is the only way to watch the match.
5. The easily frightened child began screaming as soon as she saw the spider.
6. Why have you stopped talking to me?
7. We keep grasping at straws.
8. Feeling her baby sleep in her arms gave her much joy.
9. Playing outside was reserved for the daytime.
10. I continued hearing voices long after the people had fallen asleep.

Activity 2

Rewrite the following gerund-participles into their infinitive form.

1. crashing
2. hiking
3. shutting
4. smoking
5. bathing

Activity 3

Rewrite the following infinitives into their gerund-participles form.

1. laugh
2. bake
3. hope
4. pass
5. sit

Activity 4

Identify whether the highlighted verbs are finite or non-finite:

1. His head was **aching** toward the end of the day.
2. I am **asking** you for advice.
3. **Walking** along the beach in the morning is refreshing.
4. **Picking** apples from others' trees is a form of theft, isn't it?
5. I am **thinking** about him quite a lot these days.
6. She enjoyed **jogging** more than her friend did.

Activity 5

Identify which of the following sentences have non-finite verbs. (Choose all that apply and identify the non-finite verb.)

1. What do you know about losing your best friend?
2. When do you go to the store?
3. I continued hearing voices long after the people had fallen asleep.
4. I do not want to worry her.
5. Can you keep a secret?
6. Listening to him, I was struck by his enthusiasm.
7. The cat's face was cut all over.
8. When you arrived, did you eat dinner?

Activity 6

In each pair of sentences, identify which sentence has a bolded finite verb.

1. He was **walking** to work in the morning.
2. He enjoyed **walking** to work each morning.

3. The volunteers rescued people from the **crushed** building.
4. The earthquake **crushed** the building during the night.

5. I will try not to **forget** his name.
6. If I **forget** his name, please remind me.

Lesson Title: Question Tags – Future Tense	Theme: Grammar
Practice Activity: PHL3-L047	Class: SSS 3



Learning Outcomes

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

1. Identify question tags in the future tenses.
2. Use question tags in positive and negative questions.

Overview

Question tags are short questions at the end of a sentence. They turn a statement into a question. They can be real questions or rhetorical questions. Unlike real questions, rhetorical questions need no answers.

If the statement is positive, the question tag is negative. If the statement is negative, the question tag is positive.

Question tags in the future tense have 2 rules, as shown below:

- Regardless of what future tense the subject is in, if it uses the word 'will', use 'won't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - Zainab will be there, won't she?
 - They will write, won't they?
- If the sentence uses 'going to' with an auxiliary verb ('to be') but not 'will', use 'isn't/aren't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - Alhaji and Alusine are going to be alright, aren't they?
 - The sports day is going to be fun, isn't it?

The following are examples of how to conjugate phrases into the **negative** form of the future tense using question tags:

- I will not be late, will I?
- You will not forget me, will you?
- They are not going to ruin the surprise, are they?
- We will not have a test tomorrow, will we?

Practice

Activity 1

Identify which of the following statements are true and which are false about question tags in the future tense.

1. Any sentence with 'going to' automatically takes aren't/isn't for a question tag.
2. In a sentence using 'will' in the future perfect, the question tag should use 'won't'.
3. In a sentence using 'there is', the question tag will use 'isn't'.
4. The pronoun at the end restates the subject.
5. Sentences with question tags do not use direct objects.

Activity 2

Add question tags to the following positive sentences:

1. My sister and I will buy what we need.
2. Your grandmother is going to wash the sheets.
3. The businesswoman will have been working a long time.
4. There is going to be trouble when the authorities find out.
5. Jusu will welcome the neighbours to the house.

Add question tags to the following negative sentences:

6. There will not be any more sunny days for some time.
7. You are not going to understand what has happened.
8. Our parents can never know the truth.
9. Babah will not be going on the trip with us.
10. Seray will not have been living there long when we visit.

Activity 3

Use question tags to change the following sentences from negative to positive:

1. Our sister will not be drinking tea, will she?
2. Your emotions are not going to get the better of you, are they?
3. Almamy will never change, will he?
4. We pupils are not going to fail the test, are we?
5. Dauda will not be resting when we arrive, will he?

Activity 4

Answer the following questions as though someone is asking you for confirmation. Start with 'Yes,' or 'No,'.

1. It will rain tomorrow, won't it?
2. The 2 cats will see you looking at them, won't they?
3. You are going to bathe, aren't you?
4. They will have been seeking a solution for years, won't they?
5. It is going to be a long night, isn't it?

Lesson Title: Listening Comprehension – Question Tags	Theme: Listening
Practice Activity: PHL3-L048	Class: SSS 3



Learning Outcomes

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

1. Identify question tags within a listening passage.
2. Answer comprehension questions on a text.

Overview

Today's lesson focuses on a dialogue. It was a conversation between a man driving to Bo and an employee at a petrol station. The driver has stopped to get directions.

The dialogue contains question tags. Some of the question tags are used to confirm information. Others are rhetorical in nature. This means they are actually statements and their speaker is not looking for a response.

- The question may have an obvious answer.
Example: The Earth is round, isn't it?
- The question may have no answer.
Example: There is no hope, is there?
- The speaker may be asking the question to make a point and not want an answer.
Example: You are quite clever, aren't you?

Practice

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

Directions to the Museum

Driver: Hello. This road leads to Bo, doesn't it?

Employee: Yes, it does.

Driver: I'm having trouble figuring out exactly where I need to go. I know it is somewhere in the city.

Employee: What are you looking for?

Driver: I'm looking for the museum there. It is worth going to, isn't it? That's what I have heard.

Employee: I have never been, but I know the one you are talking about. You have a map, don't you?

Driver: Yes, but I cannot find it on the map.

Employee: The people who made that map did not do a very good job, then, did they?

Driver: No, I suppose not.

Employee: Let's see ... the museum. It should take you another few hours to get there because it is on the outskirts of town. You will not be trying to drive there tonight, will you? It closes early.

Driver: Really? I do not think so. It stays open later during the summer, doesn't it?

Employee: It used to, but not anymore.

Driver: Well, that certainly leaves me at a loose end, doesn't it? What am I going to do?

Employee: I am afraid I do not quite understand the problem. You are still planning on going to Bo, aren't you?

Driver: Yes, of course.

Employee: Well, then, just see the museum tomorrow. It will still look the same as it does today, won't it?

Driver: That is true. I did not think of that. Thanks for the suggestion! Oh, I almost forgot: Where is it?

Employee: I have not told you, have I?

Driver: Told me what?

Employee: I have no idea how to get there.

Comprehension questions

1. How does the driver feel when he is told the museum closes early? Why do you think so?
2. Why does the employee ask whether the driver has a map?
3. The driver says, 'It is worth going to, isn't it?' but does not wait for a response. Why not?
4. In which question tags are the main clauses negative?
5. Which question tags use the future tense?
6. Which question tag uses the past tense?
7. Which question tags are used rhetorically?

Answer Key

Lesson Title: Oral Presentation: Self-Introduction
Practice Activity: PHL3-L001

Example self-introduction:

Hello! My name is Mousa Sesay. I am 17 years old. I live in Freetown, but I was born in Bo. I have three brothers and two sisters. My favourite class is English Literature. I hope to become a teacher one day. For leisure, I like watching movies and exploring. It's nice to meet you.

Lesson Title: WASSCE Guidelines
Practice Activity: PHL3-L002

Activity 1

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

Activity 2

Section B

1. The writer is primarily discussing secondary school pupils. The evidence is that the writer is discussing how to improve test scores to get into university.
2. The writer attributes pupils' poor exam scores to a lack of practice in writing, reading and speaking.
3. 'Stick to' means to commit to doing something. Here it means committing to speaking English.

Section C

First, the writer recommends pupils keep a journal or write stories in their free time to increase their writing skills. The writer also encourages pupils to devote time outside of class to speaking English. Last, the writer wants pupils to read more.

Lesson Title: Parts of Speech Review
Practice Activity: PHL3-L003

Activity 1

Example answer:

Tough teachers assign a lot of **extra** homework. To pass English and go on to become successful, you must **complete** your **assignments** and study **hard**. If you – **alas** – refuse and **ignore** your homework instead, you may have difficulty going to university **or** finding a job **after** graduation. The key is to listen to every **important** thing your teacher says during class. What if other pupils are whispering or **playing**? You will **just** have to **tell** them to be **quiet**. There are a few essentials you need in order to get the most out of class: **a pen**, an exercise book and, of course, **books**. When you go home, **write** everything you learned **in** your **exercise book**. That way, if you have an examination, **you** can **usually** get **high** marks.

Activity 2

1. The (adjective/article) weather (noun) was (verb) quite (adverb) warm (adjective), so (conjunction) we (pronoun) walked (verb) lazily (adverb) along (preposition) the (adjective/article) shady (adjective) path (noun) near (preposition) an (adjective) old (adjective) cemetery (noun) in (preposition) the (adjective/article) countryside (noun).
2. We (pronoun) numbly (adverb) watched (verb) a (adjective/article) sly (adjective) cat (noun) as (conjunction) it (pronoun) climbed (verb) almost (adverb) imperceptibly (adverb) onto (preposition) the (adjective/article) ledge (noun) by (preposition) the (adjective/article) sofa (noun) and (conjunction) rather (adverb) greedily (adverb) eyed (verb) a (adjective/article) poor (adjective) little (adjective) mouse (noun) under (preposition) the (adjective/article) chair (noun).

Activity 3

1. noun
2. verb
3. adjective

Lesson Title: Parts of Speech Review
Practice Activity: PHL3-L004

Activity 1

- | | |
|-----------------|------------------|
| 1. cream – noun | rat – noun |
| house – noun | a – adjective |
| eat – verb | in – preposition |
| the – adjective | ice – noun |
| may – verb | the – adjective |

Correct sentence: A rat in the house may eat the ice cream.

- | | |
|------------------|-------------------------|
| 2. insist – verb | but – conjunction |
| life – noun | it – pronoun |
| really – adverb | making – verb |
| we – pronoun | simple – adjective |
| is – verb | complicated – adjective |
| | on – preposition |

Correct sentence: Life is really simple, but we insist on making it complicated.

- | | |
|-----------------------|-----------------|
| 3. with – conjunction | the – adjective |
| out – preposition | the – adjective |
| baby – noun | do – verb |
| bathwater – noun | not – adverb |
| throw – verb | |

Correct sentence: Do not throw the baby out with the bathwater.

Activity 2

1. pronoun
2. verb
3. preposition
4. noun
5. adjective
6. preposition
7. adverb
8. interjection
9. adverb
10. conjunction
11. noun
12. adverb
13. pronoun
14. adverb
15. verb
16. adverb
17. conjunction
18. preposition
19. adverb
20. noun

Lesson Title: Vocabulary Development: Government and Administration
Practice Activity: PHL3-L005

Activity 1

1. The armed conflict was in Sierra Leone.
2. His plan was reconciliation, rehabilitation and reconstruction.
3. President Kabbah formed a coalition with major parties in parliament.
4. Foday Sankoh rejected the approach of coalition by President Kabbah.
5. The National Unity and Reconciliation Commission was formed to investigate injustices against individuals and communities.
6. The major problem among public servants was corruption.

Activity 2

In every country, there is a parliament that enacts or rejects the policies to be implemented by the government. If there is any conflict in any community that leads to the destruction of lives and property there should be reconciliation, rehabilitation and reconstruction.

However, if the conflict involves parties, there is always coalition and power sharing to bring peace. Sometimes at the governmental level corruption is the major problem and it is often caused by public servants. It is solved through diplomatic or court action.

Lesson Title: Vocabulary Development: Government and Administration
Practice Activity: PHL3-L006

Activity 1

1. Fill-in-the-blanks answers:

Local Governments in Nigeria

People have discussed the role of **local governments** in Nigeria since it became a democracy in 1999. Many thought Nigeria's leaders would promote **federalism**. The idea was that national, state and local leaders would share power. Unfortunately, this has not happened. However, we believe federalism is a good political system.

Under colonial rule, Britain governed Nigeria from outside the country through **indirect rule**. After independence from Britain, Nigeria changed the **constitution**. According to the document, Nigeria would have a three-tier system. Those three tiers were federal, state and local units of government.

However, the local units of government are being attacked. In 1976, new laws tried to strengthen local governments, but recent changes to the constitution have instead weakened them. The constitution is unclear about how much power local governments have.

Local government is key to democracy because it is the best way to mobilise people. Democracies do not work if people do not vote. Luckily, despite these attacks, **grassroots participation** is keeping federalism alive. Nigeria is Africa's largest democracy. Other countries look to it as a model. Nigeria needs to strengthen local governments and help rural people participate in democracy. This will make it a truly federalist system.

Therefore, we recommend that the Nigerian constitution clearly say that Nigeria is a federalist state. Furthermore, local governments should be equal to state and national governments.

2. Example summary:

This text discusses the role of local government in Nigeria. The authors suggest that federalism is the best system of governance for Nigeria and recommend that the constitution identify Nigeria as a federalist state. In addition they say that Nigeria needs to strengthen its local government to help engage people in democracy.

Activity 2

Example paragraph:

The West African governments of Nigeria and Sierra Leone have much in common. Both countries are democracies. Both have had periods of undemocratic rule. Both countries use a presidential system. The biggest difference is Nigeria's federalist constitution. It gives more power to the states.

Lesson Title: Active and Passive Voice
Practice Activity: PHL3-L007

Activity 2

1. Ms Palmer teaches us grammar.
2. The teacher praised him.
3. The firemen took the injured to the hospital.
4. An earthquake destroyed the town.
5. The boy's work pleased the teacher.
6. The fire damaged the building.
7. Who taught you French?
8. The manager will give you a ticket.
9. Spectators thronged the streets.
10. Everyone will blame us.
11. The wind blew down the trees.
12. The police caught the thieves.
13. Alison posted the letter.
14. The hostess received us.
15. They/someone killed the snake with a stick.
16. The people welcomed the minister.
17. They found him guilty of murder.
18. Lamin Kamara built this house in 1991.

Activity 3

1. active 2. active 3. passive 4. passive 5. active 6. passive 7. passive 8. active

Activity 4

1. active 2. active 3. passive 4. passive 5. passive 6. active 7. passive 8. active 9. passive 10. passive

Lesson Title: Active and Passive Voice
Practice Activity: PHL3-L008

Activity 1

1. John collects money.
2. Dawa opened the window.
3. We have done our homework.

4. I will ask a question.
5. He can cut out the picture.
6. The sheep ate a lot.
7. We do not clean our rooms.
8. Isaac will not repair the car.
9. Did Claudetta draw this circle?
10. Could you feed the dog?

Activity 2

1. The thieves have been arrested by the police.
2. The marvelous performance delivered by the children enthralled us.
3. He has been invited to their party.
4. Your order has been shipped by us.
5. The poem was beautifully recited by the girl.
6. The party was enjoyed by the guests.
7. Everyone was impressed with the polite manners of the child.
8. The first prize was won by a girl from Makeni.
9. The writer's latest book is liked by the readers.
10. The walls are being painted by them.
11. The mechanic has fixed the car.
12. Their invitation was accepted (by her) with pleasure.

Activity 3

Example answers:

1. Mary is reading a novel.
 2. She has bought a car.
 3. People eat yams in my country.
 4. The cat eats the fish.
 5. She offered them a book.
-
1. A novel is being read by Mary.
 2. A car has been bought by her.
 3. Yams are eaten by people in my country.
 4. The fish is eaten by the cat.
 5. A book was offered to them by her.

Lesson Title: Reading Comprehension - Descriptive Essay
Practice Activity: PHL3-L009

1. The writer wants readers to hear the sound and feel like they are at the baseball game.
2. The writer is proud of America. In the last paragraph, the writer uses positive terms like 'wonderful' and 'perfect' to express admiration for how Americans come together.
3. The writer buys a hot dog and soda because they are traditional American foods.
4. 'My pop hand' refers to the hand holding the soda.
5. The writer sings the national anthem, buys a hot dog and sings 'Take Me Out to the Ball Game.'
6. The figure of speech is personification.
7. a. The grammatical name is an adverbial clause.
b. The function is: It modifies 'hear'.

8. Example answers:
- Temporarily – for the moment
 - Coalesce – combine
 - Decide – choose
 - Splashes – splatters
 - Drenched – soaked
 - Wonderful – great

Lesson Title: How to Write a Five-Paragraph Essay
Practice Activity: PHL3-L010

Activity 1

Example outline:

<p>Introduction</p> <p>Topic sentence: The beach is the best place to be during the dry season.</p>
--

<p>1st Body Paragraph</p> <p>Main idea: There are many things to do.</p> <p>Topic sentence: From football games to just relaxing, the beach has something fun for everyone.</p>

<p>2nd Body Paragraph</p> <p>Main idea: The food is good.</p> <p>Topic sentence: Lobster vendors are ready and waiting, and refreshing drinks are never far from where you choose to sit.</p>

<p>3rd Body Paragraph</p> <p>Main idea: The weather is nice.</p> <p>Topic sentence: When it is hot, you want water nearby to cool you off – and there is plenty of water at the beach.</p>
--

<p>Conclusion</p> <p>Topic sentence (restate the 3 main ideas): Although there are plenty of other places to go, none combine activity, refreshment and weather in the same way as the beach.</p>
--

Activity 2

Example answers:

- The football match was full of energy and excitement even before it began.
- It is relaxing to lie on the sand and let the sun dry your skin.
- The school's poor feeding program places children at risk of illness.

Lesson Title: Descriptive Essay
Practice Activity: PHL3-L011

Example completed outline:

Topic (What are you writing about?) My first day of SSS 3

Descriptive words:

See	Hear	Taste	Touch	Smell
-winding rows of many pupils -new uniforms -freshly painted classroom -smart teachers	-hum of activity -whispered voices -loud bell -principal's speech	-bland beans -sugary juice -unripe fruit -buttery bread	-cool board -sandy floor -waxy uniform	-rotten fruit -stale sweat -fragrant perfume

Details to include:

- The air smelled fresh on the way to school and the sky seemed clear.
- Pupils gathered in long, winding queues for morning roll call.
- The principal welcomed pupils in his loud, friendly voice.
- I sat straight up in my desk and strained my ears to hear the teacher give instructions.
- My hand left a dusty imprint on the otherwise clean board.
- Doughy fufu stuck to my ribs at lunch.
- From my desk, the scent of rotting fruit came in through the window, making my stomach turn over.

Lesson Title: Descriptive Essay

Practice Activity: PHL3-L012

Example completed outline:

Topic (What is your essay about?) My first day of SSS 3

Introduction

Topic Sentence: My first day of SSS 3 was a blur.

Supporting Ideas: There were new teachers, new pupils and a new administration. The first day happened so fast.

Body Paragraph 1

Topic Sentence: The day started out calm as I ate breakfast.

Supporting Ideas: I drank sweet, creamy tea before school. On my way there, I picked some fragrant fruit and ate it.

Body Paragraph 2

Topic Sentence: When I arrived at school, chaos surrounded me.

Supporting Ideas: New pupils were yelling and laughing excitedly. The smell of rain was in the air. Black mud splattered on my uniform after I tried to hop over a puddle.

Body Paragraph 3

Topic Sentence: I can barely remember what my teachers said during the morning classes.

Supporting Ideas: I could see that they were talking, but I could only hear the whispery scratch of chalk on the board.

Conclusion

Topic Sentence: By the end of the day, my senses were functioning normally again.

Restate Main Idea: My first day of SSS 3 was overwhelming.

Lesson Title: Tenses Review
Practice Activity: PHL3-L013

Activity 1

1. go
2. visits
3. has
4. is
5. leaves
6. flies
7. miss
8. buzzes
9. bullies
10. fix

Activity 2

1. are waiting
2. doing, am writing
3. is working
4. is studying
5. is getting
6. standing
7. is locking
8. are watching
9. is expanding
10. is living

Activity 3

1. have been
2. have had
3. have seen
4. have waited
5. has been
6. have known
7. has broken
8. have built
9. have checked
10. have owned

Activity 4

1. have been watching
2. Has he been studying
3. have you been waiting
4. has been writing

Activity 5

1. We have not been working very hard in class this year.
2. They do not know my phone number.
3. I am not driving to school today.
4. My mother has not read the newspaper every day this year.
5. Mohamed does not wear a wedding ring.

Lesson Title: Tenses Review
Practice Activity: PHL3-L014

Activity 1

1. She bought a book.
2. The teacher punished the boy.
3. The little girl laughed at the cow.
4. They knew it.
5. Who taught you English?
6. They invited us to their party.
7. His manners disgusted me.
8. She sang a lovely song.

Activity 2

1. was watching
2. was painting
3. were quarreling
4. was walking
5. was having

Activity 3

1. had, had lost
2. knew, had been
3. had studied, moved
4. liked, had helped
5. had studied, took
6. had had, succeeded
7. had been, stopped
8. got, had reserved

Activity 4

1. had been working, took
2. had been selling, opened
3. arrived, had been waiting
4. had been running, got
5. felt, had been eating
6. noticed, had been smoking
7. was, had been fighting

Activity 5

1. did not eat
2. did not study
3. was not dancing
4. had not worn
5. had not ordered/did not order
6. had not been practising/had not practiced
7. was not doing

Lesson Title: Tenses Review

Practice Activity: PHL3-L015

Activity 1

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

Activity 2

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

Lesson Title: Tenses Review

Practice Activity: PHL3-L016

Activity 1

1. Present perfect – Susan **has** always **traveled** a lot.
2. Simple past – She **was** only 3 when she first **took** a plane ride.
3. Simple present, simple present – Her mother **is** from Sierra Leone and her father **is** from Lebanon.
4. Past perfect, past perfect continuous – Susan's parents **had met** in Sierra Leone after they **had been living** there for 5 years.
5. Simple past, past continuous, simple past – They **met** one day while Susan's father **was eating** at a restaurant and her mother **sat** down beside him.
6. Simple present, simple present – Susan **travels** a lot because her parents also **travel** a lot.
7. Present continuous – As a matter of fact, Susan **is visiting** her parents in Lebanon at the moment.
8. Simple present, present perfect continuous – She **lives** in Freetown now, but **has been visiting** her parents for the past few weeks.
9. Simple present, simple present – She really **enjoys** living in Freetown, but she also **loves** going to visit her parents at least once a year.
10. Present perfect – This year she **has flown** over 40,000 kilometres for work.

11. Present perfect continuous – She **has been working** for a company for almost 3 years now.
12. Future continuous – She is pretty sure that she **will be working** for the company next year as well.
13. Simple present – Her job **requires** a lot of travel.
14. Future perfect – In fact, by the end of this year, she **will have travelled** over 100,000 kilometres!
15. Simple future – Her next journey **will be** to the United States.
16. Simple present – She really **does not like** going to the United States because it is so far.
17. Present continuous – This time she **is going** to fly from Lebanon after a visit with her parents.
18. Future perfect continuous – She **will have been sitting** on a plane for over 10 hours by the time she arrives!

Activity 2

See the example ‘Susan’s Travels’.

Lesson Title: Comprehending a Listening Passage
Practice Activity: PHL3-L017

1. The tournament started in January. We know because the report mentions 3 weeks of competition and says the final will be on 7th February.
2. His goal stunned the crowd because his team was about to lose.
3. DRC is an abbreviation of the Democratic Republic of Congo. The writer uses the abbreviation to save time.
4. The writer thinks Ivory Coast is better because he says they are ‘more talented’.
5. This will be Mali’s first time in the final.

Lesson Title: Creative Writing
Practice Activity: PHL3-L018

1. Example Outline:

Introduction

Place: School

Time: 2 p.m. on Friday

Characters: Emmanuel, Teacher

Point of view: Third-person present

Rising Action

What happens to the main character? Teacher tells Emmanuel he is failing class.

How does the character respond? Emmanuel decides to hide this information from his parents.

What obstacle(s) stands in her or his way? The teacher is on his way to visit Emmanuel’s parents right now.

How does the character overcome the obstacle(s)? Emmanuel tells the teacher his parents are visiting relatives in another village.

Climax

What is the final (and biggest) obstacle the main character faces? Emmanuel's teacher sees Emmanuel's mother in the market.

Resolution

What is the outcome of the character facing this obstacle? Emmanuel cannot stop his teacher from telling his mother about his marks. She promises that he is in big trouble for keeping a secret from her.

Lesson Title: Word Stress

Practice Activity: PHL3-L019

1. Dec-la-**ra**-tion, proc-la-**ma**-tion, ex-pi-**ra**-tion
2. **Tax**-a-ble, **shar**-a-ble, re-**lat**-a-ble
3. Pho-**tog**-ra-phy, bi-**og**-ra-phy, ge-**og**-ra-phy
4. **Scen**-er-y, **green**-er-y, **brav**-er-y
5. U-**to**-pi-a, a-**ne**-mi-a, diph-**the**-ri-a
6. **Ra**-di-al, bac-**te**-ri-al, pri-**mor**-di-al
7. Pe-**des**-tri-an, ci-**vil**-ian, **thes**-pi-an
8. Cli-**mac**-tic, ter-**rif**-ic, fa-**nat**-ic
9. **Le**-ni-ent, con-**ven**-ient, re-**cip**-i-ent
10. Com-**mun**-ion, re-**un**-ion, o-**pin**-ion
11. Ge-o-**log**-i-cal, po-**lit**-i-cal, **crit**-i-cal
12. De-**li**-cious, nu-**tri**-tious, un-**con**-scious
13. Oc-**ca**-sion, per-**sua**-sion, ad-**mis**-sion
14. Re-**la**-tion, oc-cu-**pa**-tion, com-**ple**-tion

Lesson Title: Emphatic Stress

Practice Activity: PHL3-L020

Part 2

'Ah-ah! the **sound** of a **passionate kiss** ... Who is it you're **kissing** out there, **little Marfa**?' **came** a **voice** from the **next room**, and in the **doorway** there **appeared** the **cropped head** of the **assistant usher**, **Vankin**. 'Who is it? A-a-h! ... **Delighted** to **meet** you! **Sergei Kapitonich**! You're a **fine grandfather**, I **must say**!'

'I'm not **kissing**', **said Ahineev** in **confusion**. 'Who **told** you so, you **fool**? I was **only** ... I **smacked** my **lips** ... in **reference** to ... as an **indication** of ... **pleasure** ... at the **sight** of the **fish**'.

'**Tell** that to the **marines**!' The **intrusive face** **vanished**, wearing a **broad grin**.

Lesson Title: Vocabulary Development: Law and Order
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Practice Activity: PHL3-L021

1. A free hotline will allow citizens to alert the police to crimes.
2. Police, not lawyers, prosecute most criminal defendants.

3. The SLP will start gathering evidence from camera surveillance and forensic methods such as fingerprinting.
4. No, other cities around the world also use camera surveillance.
5. The SLP and the court system are linked. SLP officers make arrests and even prosecute defendants in court.
6. 'Most criminal defendants ...'
 - a. The grammatical name is a noun phrase.
 - b. It is the subject of the verb '(are) prosecuted'
7. Metaphor; make you less scared
8. Synonyms:
 - a. Reduce: Minimise, cut down on
 - b. Deterrent: Something that stops, prevents or discourages
 - c. Structures: Avenues, outlets, systems
 - d. Prosecute: To take legal action, put on trial, to indict
 - e. Evidence: Proof, facts

Lesson Title: Reading Comprehension – Report

Practice Activity: PHL3-L022

Activity 1

- a. was a police checkpoint
- b. as he was ordered
- c. his driving permit
- d. allowing him to pass
- e. and protested
- f. angry
- g. scheduled for trial
- h. for the prosecutor
- i. no physical evidence
- j. trial

Activity 2

1. The title uses alliteration.
2. Bernard was nervous because he did not want the police to see the bull in the back.
3. It is ironic that he was charged with endangering public safety even though he was the one at risk.
4. Bernard denies travelling with the bull because admitting so would prove his guilt.
5. No, the police officer would not be amused. He was very angry in the story.

Lesson Title: Reading Comprehension – Report

Practice Activity: TGL3-L023

Example answers:

1. The writer is in junior secondary school or senior secondary school. I think so because he writes that he has not seen his cousins since primary school. Also, his older sister is in senior secondary school.

2. The writer went outside to play football because his parents were buying bus tickets and he was looking after his brother.
3. The writer is older. You can tell by the way he takes John's hand or helps him with his bags.
4. 'The ocean looked angry' is an example of personification. It means that the ocean was not calm; there were lots of waves.
5. They did not have to wait to board. The taxi was empty.
6. They might have seen each other in Bo, where the writer lives.
7.
 - a. It is an adverbial clause.
 - b. It modifies 'placed'.
8. He is caring. He waited patiently at the station and he carried their bags.
9.
 - a. Queue: Line, file
 - b. Board: To get into or on
 - c. Breath-taking: Beautiful, eye-catching, awe inspiring
 - d. Bobbing: Moving up and down
 - e. Disembarked: Got down or off, went ashore

Lesson Title: Report
Practice Activity: PHL3-L024

Example outline:

Topic (What is your report about?) The first trip I took

Introduction

Topic Sentence: I first left my city to visit my grandparents' village.

Actions/Reactions:

- a. The sun had not yet risen when I left in the morning.
- b. The taxi was full of people and smelled of fish.

Body Paragraph 1

What happened next: I arrived in a village smaller than my school.

Actions/Reactions:

- a. I heard my grandfather's voice over the sound of the taxi's engine.
- b. His strong hands lifted my bags, and he guided me home.

Body Paragraph 2

What happened next: We went to my grandparents' tiny home.

Actions/Reactions:

- a. My grandmother was cooking stew in a pot.
- b. I ate alongside my grandparents and my uncles.

Body Paragraph 3

What happened next: The next morning, I awoke before sunrise.

Actions/Reactions:

- a. I worked with my grandfather and uncles on their property.

b. We rested at midday, when the sun was strongest.

Conclusion

How it ended: I dug every day for a week before returning home.

Actions/Reactions:

- a. The taxi home was also full of people but did not smell like fish.
- b. I arrived back in my city as the sun was going down.

Lesson Title: Vocabulary Development: Simile, Metaphor, Personification
Practice Activity: PHL3-L025

Activity 1

- Simile – ‘dry as 2-day-old fufu’
- Simile – ‘sweating like an old goat’
- Metaphor – ‘eyes were round globes’
- Personification – ‘sun is unforgiving’
- Metaphor – ‘wise old owl’
- Simile – ‘ran like the wind’
- Personification – ‘lonely house’

Activity 2

Example answers:

1. The road was dry as the Sahara Desert.
2. I am sweating like a pig in the sun.
3. Yetunde’s eyes were giant discs.
4. The sun is cruel today.
5. Brother, you are a sage.
6. They returned to their mysterious house.

Lesson Title: Vocabulary Development: Simile, Metaphor, Personification
Practice Activity: PHL3-L026

Activity 1

Example outline:

Topic (What are you writing about?): My brother

Looks like...	Sounds like...	Feels like...	Smells like...
He spins around the house like a tornado.	He sings like a dying lizard.	His hands are as rough as sandpaper.	He smells like cooking oil.

Activity 2

My younger brother is very active. Every morning **the alarm clock shouts** and he leaps out of bed full of energy. He sings and dances around the house, but alas it is not the most pleasant to listen to, **he sings like a dying lizard**. When **he is hyper like a wild chimpanzee** it is hard to get his attention, or get him to concentrate on anything. **He spins around the house like a tornado.**

Lesson Title: Vocabulary Development: Idioms, Phrasal Verbs and Collocations

Practice Activity: PHL3-L027

Activity 1

1. The author met Dave when he was dating his sister.
2. Dave did not have a job and was looking for ways to make money.
3. Dave looked up to Jim because he was street savvy.
4. Jim's plan was to rob a bank.
5. The plan failed because Jim fell sick.

Activity 2

1. Part 2:

It did not take much persuading from Jim to get Dave to **go along with (PV)** the idea. Dave could definitely **do with (PV)** the money and he never liked to **miss out (PV)** on anything. I tried to tell him it was an **utterly stupid (C)** thing to do, but Dave said he could not **go back on (PV)** his word.

Well, of course, they **bit off more than they could chew (I)** and **ran into problems (C)** right from the start. They seemed to think they could just **walk off with (PV)** the money! On the very night they were meant to do the job, Jim **came down with (PV)** the flu and they never **went through with (PV)** it. It was definitely **a blessing in disguise (I)**. **Catching the flu (C)** was probably never as good for someone as it was on that occasion.

2. Example answers:

- Go along with: Agree to
- Do with: Use
- Miss out: Miss
- Utterly stupid: Dumb
- Go back on: Break
- Bit off more than they could chew: Tried to do too much
- Ran into problems: Had issues
- Walk off with: Take
- Came down with: Got
- Went through with: Did
- A blessing in disguise: Hidden positive
- Catching the flu: Getting sick

Lesson Title: Vocabulary Development: Idioms, Phrasal Verbs and Collocations

Practice Activity: PHL3-L028

Example paragraph:

I was never much good at football. So, when I played yesterday, the other kids made me be the goalie. In the first five minutes, I let in two goals. Nobody was angrier than I was. In fact, I got so mad that I ran out of the net and off the pitch. The coach was so disappointed in me that he made me write an essay about controlling my temper. He also assigned me to clean up the pitch every day before practice. When I protested he said, 'You reap what you sow'.

Lesson Title: Vocabulary Development: Idioms, Phrasal Verbs and Collocations

Practice Activity: PHL3-L029

Activity 1

1. True
2. False
3. True
4. False

Activity 2

1. If I went to school, I would see James.
2. If the lions escaped from the zoo, someone would get hurt.
3. He would not listen to me if I spoke to him.
4. You would feel better if you took the medicine.
5. If animals lived in the forest, I would be hunting them.
6. If a goat cried, I would be hearing it.
7. She would be drinking if she had a glass.
8. If computers were smarter than humans, why would we be using our brains at all?

Activity 3

1. I will honk my horn if the cow does not move.
2. The officers will stop him if they see him.
3. I would be helping him if he asked nicely.
4. He would answer if he understood the questions.

Activity 4

1. If it rains, you get wet.
2. If you go to war, do you need a gun?
3. If you eat greens, you gain strength.
4. If you send letters, you receive some responses.

Lesson Title: Conditional Tense – Third Conditional
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Practice Activity: PHL3-L030

Activity 1

1. True
2. True
3. True
4. False

Activity 2

1. If I had gone to school, I would have seen James. / If I had gone to school, I would have been seeing James.
2. If the lions had escaped from the zoo, someone would have gotten hurt. / If the lions had escaped from the zoo, someone would have been getting hurt.
3. He would not have listened to me if I had spoken to him. / He would not have been listening to me if I had spoken to him.
4. You would have felt better if you had taken the medicine. / You would have been feeling better if you had taken the medicine.
5. If animals had lived in the forest, I would have hunted them.
6. If a goat had cried, I would have heard it.
7. If computers had been smarter than humans, why would we have used our brains at all?

Activity 3

1. I would have honked my horn if the cow had not moved.
2. The officers would have stopped him if they had seen him.

3. I would have helped him if he had asked nicely.
4. He would have answered the questions if he had understood.
5. If it had rained, you would have gotten wet.
6. If you had gone to war, would you have fought?
7. If you had eaten greens, you would have been gaining strength.
8. If you had sent letters, you would have been receiving some responses.

Lesson Title: Reading Skills Development: Skimming and Scanning
Practice Activity: PHL3-L031

1. She includes 'SSS 3 Pupil' so the MP will see her as someone with experience in the subject.
 - Technique: Skim the bottom of the letter for the title, then deduce her reasons for using that title.
2. Twenty-two pupils have dropped out due to pregnancy.
 - Technique: Scan the text for words related to 'dropping out' or 'pregnancy'.
3. Schools do not contact them when they are absent from school.
 - Technique: The quotation marks around 'fall through the cracks' indicate that exact wording is in the text. Therefore, to find the answer, scan for the phrase 'fall through the cracks'.
4. The writer is concerned about Sierra Leone schools.
 - Technique: Skim the address for geographical words. Scan the entire letter for additional clues. The pupil writes 'as a country' to show she is focused on all of Sierra Leone.
5. The line 'Spend more on education to combat youth unemployment' best sums up the letter because it is a title.
 - Technique: Skim the text for the title.

Lesson Title: Consonant Sounds
Practice Activity: PHL3-L032

1. a. medial b. initial, medial c. medial, end d. initial e. end
2. a. two – /l/ and /ng/
 b. four – /thth/, /r/, /w/, and /z/
 c. three – /s/, /p/, and /ch/
 d. two – /ch/ and /k/
 e. one – /y/
3. a. /w/ b. /h/ c. /k/ d. /t/ e. /v/

Lesson Title: Conditional Tense – Mixed Conditional
Practice Activity: PHL3-L033

Activity 1

1. False 2. True 3. False 4. True

Activity 2

1. If I had gone to school, I would be friends with James.
2. If the lions had escaped from the zoo, someone would be hurt.

3. He would not be happy if I had spoken to him.
4. You would feel better if you had taken the medicine.
5. If animals lived in the forest, I would have hunted them.
6. If I lived closer, I would have come to your house.
7. If computers were smarter than humans, why would we have used our brains at all?

Activity 3

1. I would still be there if the cow had not moved.
2. The officers would have him under arrest if they had seen him.
3. I would help him if he had asked nicely.
4. He would answer if he had understood the questions.
5. If it had rained, you would be wet.
6. If you had gone to war, would you fight?
7. If you had eaten greens, you would gain strength.
8. If you had sent letters, you would receive some responses.

Lesson Title: Case in Nouns – Subjective

Practice Activity: PHL3-L034

Activity 1

1. False 2. True 3. True 4. True

Activity 2

1. I eat before my sister.
2. We do not have elephants in our country.
3. We citizens must vote for good leaders.
4. Who reads the books every night?

Activity 3

1. They scared the villagers.
2. She was an excellent veterinarian.
3. If they had known there was homework, they would have done it.
4. Does he know whose car that is?
5. They love Mathematics and Science.
6. She was our manager.
7. Joseph and he will be the soldiers.
8. Who were they?

Activity 4

1. they 2. it 3. she 4. she 5. they

Lesson Title: Case in Nouns – Objective
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Practice Activity: PHL3-L035

Activity 1

1. False 2. False 3. False 4. True

Activity 2

1. I eat before she arrives.
2. We do not have them in our country.

3. They cannot intimidate us citizens.
4. We sang to them every night before bed.
5. To whom is the letter addressed?

Activity 3

1. The wild animals scared them.
2. Michaela was an excellent mother to him.
3. If the 2 pupils had been better students, they would have done it.
4. Does Stephen own them?
5. The sweet girls love her.

Activity 4

1. whom
2. who
3. whoever
4. whom

Activity 5

1. them
2. it
3. her
4. her
5. them

Lesson Title: Case in Nouns – Possessive

Practice Activity: PHL3-L036

Activity 1

1. False
2. False
3. True
4. True

Activity 2

1. I eat before her sister arrives.
2. We do not have them in our country.
3. They cannot intimidate us to turn our backs on our fellow citizens.
4. Our mother sang to us every night before bed.
5. Of all the voices, yours is the one I miss hearing.

Activity 3

1. their
2. her
3. their
4. his
5. her

Activity 4

1. **My** way is simple. **Theirs** is more complicated.
2. Will you be there for **her** birthday when she opens **our** present?
3. Her hair fell in curls around **her** face. My face was long, whereas **hers** was round.
4. **Whose** photo did you see? Was it **his**?
5. **Its** wheels spun around until the wind stopped.

Lesson Title: Reading Comprehension – Drama
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Practice Activity: PHL3-L037

1. The murder was committed the day before, yet no one has been guarding the
2. farmhouse. Someone could have removed evidence from the crime scene.
3. Frank works for the sheriff. He is not in the scene.
4. Hale could be talking a lot because he is nervous. He could even be trying to cover up his guilt.
5. Hale wanted to discuss buying a party telephone together.
6. The county attorney commands the women to stand by the fire, even though they are not cold. Then, the men ignore the women for the rest of the scene.

7. It introduces a conflict between the characters because the men seem to have the power.
This could be a theme of the play.

Lesson Title: Drama
Practice Activity: PHL3-L038

Example outline:

Introduction

Place: A boat in the ocean

Time: Present day

Characters: The captain, the cook, crew members

Rising Action

What happens to the main character?

A huge wave hits the boat, knocking the entire crew overboard. All that remain on the boat are the captain and the cook.

How does the character respond?

The captain tries to save the crew members while the cook sits on the deck and reads a book.

What obstacle stands in her or his way?

The cook is sitting on top of the rescue boat and refuses to move or help because he does not want to cook anymore.

How does the character overcome the obstacle(s)?

The captain threatens to throw the cook overboard as well.

Climax

What is the final (and biggest) obstacle the main character faces?

The cook gets up and finds a pan to knock the captain unconscious with. The captain sees the cook sneaking up on him and throws him overboard.

Resolution

What is the result of the character facing this obstacle?

The captain rescues all the crew members, but they have nothing to cook with because the pan is now at the bottom of the ocean.

Lesson Title: Question Tags – Present Tense
Practice Activity: PHL3-L039

Activity 1

1. True 2. False 3. True

Activity 2

1. The storekeeper is closing up early for the day, isn't she/he?
2. His brother and he have walked a long way to find you, haven't they?
3. There are too many mosquitoes along the coast, aren't there?
4. We have been needing a vacation from school, haven't we?
5. It has been a long day for everyone, hasn't it?
6. You would not say they are good friends, would you?
7. You do not realise what I am telling you, do you?
8. The rest of us have not been following along, have we?
9. The marriage has not gone well, has it?
10. They are coming to the end of the road, aren't they?

Activity 3

1. Their mother is not furious with them, is she?
2. Gordon is not biting off more than he can chew, is he?
3. Samantha has not wandered around the town for days, has she?
4. It has not been snowing since we arrived, has it?
5. You have not been bothering my goats, have you?

Activity 4

1. Yes, she does. / No, she does not.
2. Yes, they do. / No, they do not.
3. Yes, we have. / No, we haven't.
4. Yes, he has. / No, he has not.
5. Yes, there is. / No, there isn't.

Lesson Title: Question Tags – Past Tense
Practice Activity: PHL3-L040

Activity 1

1. True 2. False 3. False

Activity 2

1. My sister and I gave you what you needed, didn't we?
2. The musician cleaned the instruments, didn't she/he?
3. The businessman had been travelling to Europe since he was 30, hadn't he?
4. That plane was flying at a speed of at least 600 kilometres per hour, wasn't it?
5. They allowed the house to be overrun by animals, didn't they?
6. There were not any more oranges in the garden, were there?
7. You did not recognise the man in the black coat, did you?
8. The 2 girls ran faster than every other person in the class, didn't they?
9. You did not think it was possible for Frank to win, did you?
10. They would not have done that if they had been in your position, would they?

Activity 3

1. Our father would have liked the play, wouldn't he?
2. That sentence made sense, didn't it?
3. She enjoyed that movie, didn't she?
4. We could have gotten very far, couldn't we?
5. You were hungry last night, weren't you?

Activity 4

1. Yes, it did. / No, it did not.
2. Yes, they did. / No, they did not.
3. Yes, you were. / No, you were not.
4. Yes, he had. / No, he had not.
5. Yes, we had. / No, we had not.

Lesson Title: Conditional Tenses Review
Practice Activity: PHL3--L041

Activity 1

- a. If I go to school, I see James.
- b. If the lions escape, someone gets hurt.
- c. He does not listen to me if I speak to him.
- d. You feel better if you take the medicine.
- e. If animals lived in the forest, I would be hunting them.
- f. If I lived closer, I would be coming to your house.
- g. She would be drinking if she had a glass.
- h. If computers were smarter than humans, why would we be using our brains at all?
- i. If it had rained, you would get wet.
- j. If you had gone to war, would you need a gun?
- k. If you had eaten greens, you would gain strength.
- l. If you had sent letters, you would receive some responses.
- m. You would not accuse me of lying if you only knew how much I cared.
- n. We take a man to prison when we arrest him.
- o. We stop if the tarmac ends.
- p. They would be celebrating if they had won.

Activity 2

1. third conditional
2. second conditional
3. second conditional
4. zero conditional

Activity 3

1. False
2. False
3. False
4. True
5. True

Lesson Title: Reading Skills Development: Summarising
Practice Activity: PHL3-L042

Example answers:

1. slum living; poor housing; housing
2. See summary below:
 - Who is being discussed? Over a billion of the world's poorest citizens
 - What is happening? They live in slums
 - Where is this happening? Urban areas around the world
 - When is it happening? Right now, and into the future
 - Why is it happening? Because there are few opportunities in rural areas and people cannot afford decent housing in cities
 - How is this important? Over a billion people are without quality homes

Over a billion of the world's poorest citizens live in urban slums around the world because they have few opportunities in rural areas and cannot afford decent housing in cities.

3. Poor people around the world want good jobs in the cities but they lack the money to get decent housing, so they move into slums.
4. The writer thinks countries should solve the problem. The writer says poor people and building agencies are not to blame, but he criticises countries for wanting to explore space instead of address housing issues.
5. They want to be able to find jobs and get education in the cities.

Lesson Title: Consonant Clusters
Practice Activity: PHL3-L043

1. a. slippery, sled, asleep b. bluster, blame c. flew, flatten d. glad, gladder, gladly
e. claim, clamp f. thrice, threatened, throng g. shrink, shrunk h. strip, stripe i. sprain, sprawl
2. Throughout **Christmas**, I ate **flavourful** foods from a **glorious spread** upon a **blue tablecloth**, including **sliced** chicken and **shrimp straight** from the sea.
3. a. feet b. sick c. game d. eyeless e. boat

Lesson Title: Linking Verbs
Practice Activity: PHL3-L044

Activity 1

1. Sentences with linking verbs have subjects but cannot have objects.

Activity 2

Example answers: 1. looked/seemed 2. taste 3. stay/remain 4. smell 5. grew

Activity 3

1. linking 2. action 3. action 4. linking 5. action 6. linking 7. action 8. linking
9. action 10. linking

Activity 4

1. You have to practise to become the best in the world.
2. The wild birds look too mean to approach.
3. I felt totally awake after sleeping so well.
4. It seems ridiculous for rich people to think about money, doesn't it?
5. The weather was too pleasant to remain that way for long.
6. After all that hard work, a loss would taste bitter on the players' tongues.
7. I am afraid of growing old.
8. The linens on my bed smell clean enough to wear.

Lesson Title: Finite and Non-finite Verbs
Practice Activity: PHL3-L045

Activity 1

1. help 2. do 3. improve 4. go, watch 5. send 6. be 7. go 8. sleep 9. do 10. rain

Activity 2

1. Her leg started to ache toward the end of the game.
2. I wanted to go but I did not because I had to study.

3. Do you still need to see me tomorrow?
4. You do not always have to say something aloud to be understood.
5. To be blunt about it, I do not like to talk to you.

Activity 3

1. I should 2. You want 3. His brother tried 4. I know 5. The 3 blind mice ran

Activity 4

1. Yes, 'do' 2. No. 3. Yes, 'walk' 4. No. 5. No. 6. Yes, 'rush' 7. No. 8. Yes, 'play' 9. No. 10. Yes, 'get out'

Lesson Title: Finite and Non-finite Verbs
Practice Activity: PHL3-L046

Activity 1

1. returning 2. dancing 3. visiting 4. going 5. screaming 6. talking 7. grasping
8. feeling 9. playing 10. hearing

Activity 2

1. crash 2. hike 3. shut 4. smoke 5. bathe

Activity 3

1. laughing 2. baking 3. hoping 4. passing 5. sitting

Activity 4

1. finite 2. finite 3. non-finite 4. non-finite 5. finite 6. non-finite

Activity 5

1. Yes, 'losing' 2. No. 3. Yes, 'continued' 4. Yes, 'worry' 5. Yes, 'keep' 6. Yes, 'listening' 7. Yes, 'cut' 8. No.

Activity 6

- 1, 4, 6

Lesson Title: Question Tags – Future Tense
Practice Activity: PHL3-L047

Activity 1

1. False 2. True 3. True d. True e. False

Activity 2

1. My sister and I will buy what we need, won't we?
2. Your grandmother is going to wash the sheets, isn't she?
3. The businesswoman will have been working a long time, won't she?
4. There is going to be trouble when the authorities find out, isn't there?
5. Jusu will welcome the neighbours to the house, won't he?
6. There will not be any more sunny days for some time, will there?
7. You are not going to understand what has happened, are you?
8. Our parents can never know the truth, can they?
9. Babah will not be going on the trip with us, will he?
10. Seray will not have been living there long when we visit, will she?

Activity 3

1. Our sister will be drinking tea, won't she?
2. Your emotions are going to get the better of you, aren't they?
3. Alamy will change, won't he?
4. We pupils are going to fail the test, aren't we?
5. Dauda will be resting when we arrive, won't he?

Activity 4

1. Yes, it will. / No, it will not.
2. Yes, they will. / No, they will not.
3. Yes, I am. No, I am not.
4. Yes, they will. No, they will not.
5. Yes, it will. No, it will not.

Lesson Title: Listening Comprehension – Question Tags
Practice Activity: PHL3-L048

1. The driver is disappointed. That's why he asks, 'What am I going to do?'
2. He asks whether the driver has a map because the driver is lost and the employee does not know how to get there.
3. The driver does not wait for a response because it is a rhetorical question. No confirmation is needed.
4. Question tags with negative main clause:
 - The people who made that map did not do a very good job, then, did they?
 - You will not be trying to drive there tonight, will you?
 - I have not told you, have I?
5. You will not be trying to drive there tonight, will you?
6. The people who made that map did not do a very good job, then, did they?
7. Question tags that are used rhetorically:
 - It is worth going to, isn't it?
 - The people who made that map did not do a very good job, then, did they?
 - Well, that certainly leaves me at a loose end, doesn't it?

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