



**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Pupils' Handbook for
Senior Secondary
*English
Language
Revision*

Part
I

STRICTLY NOT FOR SALE

Foreword

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

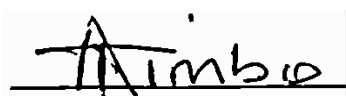
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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

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

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

**The policy of the Ministry of Basic and Senior Secondary Education, Sierra Leone, on textbooks stipulates that every printed book should have a lifespan of three years.
To achieve thus, DO NOT WRITE IN THE BOOKS.**

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Introduction

to the Pupils' Handbook

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

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



Learning Outcomes

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

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

Listening and speaking

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

Writing

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

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

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

Reading comprehension

1. Pupils must be able to answer WH questions (who, what, where, when, why, how) and questions that require understanding of the writer's attitude, mood, tone and purpose. Mistakes are often made in questions that require making inferences.

Suggested solutions:

- Practise analysing questions and identifying those that are literal versus those that require inference.
 - Demonstrate how to infer meaning using varied examples and context clues.
2. Errors are made in vocabulary, especially figures of speech and figurative language.
3. Mistakes are made when pupils are asked to comprehend large chunks of information.

Suggested solution:

- Practise reading comprehension strategies like summarising, identifying main ideas and reading between the lines.
4. Errors are frequent in word replacement activities which require knowledge of synonyms and antonyms. This shows a lack of understanding of the context of the word.

Suggested solution:

- Practise identifying context clues in the text to infer the meaning of an unfamiliar word.
5. Errors are common in questions related to grammatical names and functions, including identifying parts of speech.

Suggested solutions:

- Incorporate grammar questions into reading comprehension activities.
- Revise the parts of speech and their use in sentences.

Lesson Title: WASSCE Guidelines and Tips	Theme: All
Practice Activity: PHL4-L001	Class: SSS 4



Learning Outcomes

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

1. Identify the types of papers presented in the examination and discuss how they are graded.
2. Identify common mistakes often made in all 3 papers and learn how to avoid them.
3. Identify test-taking strategies for succeeding on the examination.

Overview

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

Paper 1 – Objective/Multiple Choice:

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

Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- 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 nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.

Paper 2, Section B – Comprehension:

- Paper 2B is 30 minutes. You will answer questions on one 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.

Paper 2, Section C – Summary:

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

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 is said and identify consonant and vowel sounds, rhymes, stress and intonation.

Practice

Activity 1

The questions below are similar to the types of questions you will see on Paper 1. Read each question carefully before answering.

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

1. The explanation that was meant to enlighten the pupils ended up _____ them.
 - a. moving
 - b. interesting
 - c. confusing
 - d. annoying

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

2. Before giving his speech, the Chairman _____ copies of it to board members.
 - a. duplicated
 - b. spread
 - c. printed
 - d. circulated

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

3. The blue team won the tug-of-war event hands down. This means that the blue team won:
 - a. only narrowly
 - b. very easily
 - c. without using their hands
 - d. very quickly

From the words lettered **a** to **d** in the following sentence, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

4. After the survey, the results had to be validated by the development partners.
 - a. legalised
 - b. promoted
 - c. encouraged
 - d. distributed

Activity 2

The questions below are similar to the types of questions you will see on Paper 2. Read each question carefully before answering.

Section A – Essay Writing

Question: You have been invited to spend a holiday with a friend who lives in London. Write a letter to your friend explaining why you prefer to be at home.

Section B – Comprehension

Read the passage and then answer the questions on it.

The diamond is usually rated above all other precious gems – above the ruby, the sapphire and even the emerald. Since the business of extracting it is such an expensive one, the diamond – dull, uninteresting pebble though it may be – is already a costly item by the time it reaches the sorter's room from the mine.

The **preliminary** examination in the sorter's room is critical. The stone's colouring is of particular importance since it may have a strong bearing on its eventual market value. The best colours are usually white, notably water-white, but many other shades of white are also considered acceptable by the experts. Alternatively, a stone may possess a particularly fine and unusual colour which may give it a rarity value.

Another factor the sorter's examination reveals is degree of purity. A polished diamond is usually considered to be flawless if no faults are visible to the trained eye when the stone is magnified ten times. Stones that do not reach this exact requirement (and only a very small proportion do) are **valued** according to the number, kind and location of minute imperfections such as fissures, bubbles, black specks and other impurities.

The examination in the sorter's room is conducted not only to discover the estimated market value of the diamond but also to determine the way the diamond is to be cut. A small flaw at the edge of the stone may easily cause a crack to run through it since, incomparably hard though it may be, the diamond can be split along its grain.


But it is not only as a gem stone that the diamond is used. As industry's demand for hard materials increases, so does the need for an even harder substance to cut those materials. Here diamonds that, for one reason or another, are unsuitable as gem stones come into their own. Set in tubular 'crowns', they are used extensively in drilling processes such as oil boring. As such, the diamond is **an indispensable servant of industry**.

1. Name **two** qualities of the diamond that are examined in the sorter's room.
2. Give **two** reasons why the diamonds are examined in the sorter's room.
3. For each of the following words, give another word which means the same and which can replace it as it is used in the passage.
 - a. preliminary
 - b. valued
4. What figure of speech is contained in the following expression as it is used in the passage, '... an indispensable servant of industry'?

Section C – Summary

In **two** sentences, **one for each**, summarise **two** purposes for which the diamond is used by man.

Lesson Title: Parts of Speech Review	Theme: Grammar
Practice Activity: PHL4-L002	Class: SSS 4

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

Overview

Parts of speech are categories of words in sentences that are defined by their use and functions in a sentence. There are eight parts of speech.

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

Some words have multiple meanings and parts of speech. We can determine the part of speech from how it is used in a sentence.

Example:

- 'Ring' as a verb – I will ring her up on the phone.
- 'Ring' as a noun – The groom gave the bride an engagement ring.

The following is an example of how to identify parts of speech in a sentence:

- Musa is carefully writing a long letter to them.

Answer:

- Nouns – Musa, letter
- Pronoun – them
- Verbs – is, writing
- Adjectives – long
- Adverb – carefully
- Preposition – to

Practice

Activity 1

Identify the parts of speech in **bold** in the following sentences.

1. You must have **faith** if you want to succeed at something.
2. My mother said, '**Oh!** What a beautiful forest!'
3. I did not have money to pay for the bus fare, **but** I did not want to walk either.
4. The pianist played that **melodious** number very **skillfully**.
5. We can eat lunch at the **nearby** restaurant.
6. **Though** the sky looks cloudy, we still want to go **and** play.
7. Manure and **ploughing** are important components of farming.
8. I will go for a walk **this** afternoon.
9. **You** spilled some tea accidentally, **huh?**
10. Please **lock** the door when you leave.

Activity 2

Fill in the blanks in the following sentences with the part of speech given in brackets.

1. Coastal areas have _____ of rain. (adjective)
2. Whenever you shut the door, it _____ a sound. (verb)
3. _____! We have lost the competition! (interjection)
4. _____ that man being a leader, he is not confident about speaking in front of people. (conjunction)
5. I kept your bag _____ the table _____ the library. (prepositions)
6. The _____ has broken because it fell. (noun)
7. Even though my brother likes junk food, he does not eat _____. (pronoun)
8. My friend Osman sings _____. (adverb)
9. Let us start walking _____ the conference hall so that we are not late. (preposition)

10. This pupil writes her assignments _____. (adverb)

Activity 3

Identify the part of speech that the words in **bold** belong to by selecting the correct option from the brackets.

1. This red dress is **hers**. (pronoun/adjective)
2. **Your** book is old and torn in places. (adjective/pronoun)
3. I am going to buy a birthday present for **myself**. (pronoun/adjective)
4. The **fast** car almost ran us over. (adjective/adverb)
5. That yellow car was going **fast**. (adjective/adverb)
6. You can sit **wherever** you like. (adjective/adverb)
7. The scared dog ran **into** the kennel. (conjunction/preposition)
8. The dog got scared, **so** it ran into the kennel. (conjunction/preposition)

Lesson Title: Verb Review	Theme: Grammar
Practice Activity: PHL4-L003	Class: SSS 4



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.
2. Ask and answer questions using the different tenses.
3. Use the different tenses in positive and negative sentences, avoiding double negatives.

Overview

Verbs are words that describe actions or a state of being. **Tenses** are used to explain when and for how long an action has been taking place or will take place.

There are three main tenses: present, past and future.

The following table will help you recall the different tenses:

POSITIVE	Simple	Continuous	Perfect	Perfect Continuous
Present	Saidu walks.	Saidu is walking.	Saidu has walked.	Saidu has been walking for an hour.
Past	Saidu walked.	Saidu was walking.	Saidu had walked last evening before he went to bed.	Saidu had been walking for two hours when I met him.
Future	Saidu will walk.	Saidu will be walking tomorrow.	Saidu will have walked far by tomorrow evening.	Saidu will have been walking for half an hour at this time tomorrow.

The following table will help you revise how negative sentences are formed in different tenses:

NEGATIVE	Simple	Continuous	Perfect	Perfect Continuous
Present	Saidu does not walk.	Saidu is not walking.	Saidu has not walked.	Saidu has not been walking.
Past	Saidu did not walk.	Saidu was not walking.	Saidu had not walked until last evening.	Saidu had not been walking for two hours when I met him.

Future	Saidu will not walk.	Saidu will not be walking tomorrow.	Saidu will not have walked far by tomorrow evening.	Saidu will not have been walking for two hours at this time tomorrow.
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When answering questions, you will usually answer using the same tense as that of the question asked.

Examples:

- What is today's date?
Answer: Today's date is the 13th of April 2018. – simple present
- What topic are we studying?
Answer: We are studying tenses. – present continuous
- Which lesson have we completed?
Answer: We have completed a lesson on parts of speech. – present perfect
- What were you doing yesterday evening?
Answer: I was doing my homework yesterday evening. – past continuous
- What will you be doing at this time tomorrow?
Answer: I will be studying in school at this time tomorrow. – future continuous
- How many years will you have spent in school by the end of this year?
Answer: I will have spent 13 years in school by the end of this year. – future perfect
- Has it been raining the past few days?
Answer: Yes, it has been raining the past few days. / No, it has not been raining the past few days. – present perfect continuous
- Will you go to play this evening?
Answer: Yes, I will go to play this evening. / No, I will not go to play this evening. – simple future

Practice

Activity 1

Identify the tense of the verbs in **bold** in the following sentences.

1. Yasmine **has walked** five kilometres today.
2. The man in the blue coat **is** my father.
3. As of tomorrow, I **will have spent** 12 years teaching in this school.
4. I **have been reading** this book for a week.
5. Our family **will be attending** the community meeting tomorrow.
6. Nelson Mandela **had been** in prison for 30 years before he became the president of South Africa.
7. This bread **will have baked** by the time we return from the neighbour's house.
8. Aminata **is performing** well in her examinations.

Activity 2

Fill in the blanks in the following sentences with the correct form of the verb using the tense given in brackets. Do not forget to include the corresponding auxiliary verb when necessary.

1. We _____ (to study) a new lesson in school by this time tomorrow. (future perfect)
2. The pianist in the orchestra _____ (to perform) very well. (present continuous)
3. Yaema and her friends _____ (to eat) their dinner when I reached her house. (past perfect)
4. My coach _____ (to inspire) me to continue participating in sport when I go to college. (present perfect continuous)
5. Last summer, many flowers _____ (to blossom) in our garden. (past continuous)

Activity 3


Convert the completed sentences from Activity 2 into negative sentences.

Activity 4

Read the following questions and give two answers for each, one positive and one negative. Remember to avoid double negatives in negative sentences.

1. Will you go to the market today?
2. Did Unisa receive any gifts from her father last year?
3. Do you expect to find any new information in this book?
4. Did that pupil have a valid reason for shouting at the other pupil?

Lesson Title: Verb Review	Theme: Grammar
Practice Activity: PHL4-L004	Class: SSS 4

 **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.
2. Ask and answer questions using the different tenses.
3. Use the different tenses in positive and negative sentences, avoiding double negatives.

Overview

Tenses are used to explain when and for how long an action has been taking place or will take place. The following table gives examples of how different tenses are formed:

POSITIVE	Simple	Continuous	Perfect	Perfect Continuous
Present	Amu reads a book.	Amu is reading a book.	Amu has read a book.	Amu has been reading a book.
Past	Amu read a book.	Amu was reading a book.	Amu had read a book last night before bed.	Amu had been reading a book for two hours when I saw her.
Future	Amu will read a book.	Amu will be reading a book tomorrow.	Amu will have read a book by tomorrow at noon.	Amu will have been reading a book for two hours at noon.

This is how questions are formed in different tenses:

- In some tenses, the auxiliary verb ‘do’ is added before the subject.
 Examples:
 - Simple present: Does Amu read?
 - Simple past: Did Amu read?
- In some tenses, the auxiliary verb shifts to the beginning of the sentence.
 Examples:
 - Present continuous: Is Amu reading?
 - Past continuous: Was Amu reading?
 - Present perfect: Has Amu read?
 - Past perfect: Had Amu read?
 - Simple future: Will Amu read?
- In some tenses, only the ‘have/had’ or ‘will’ auxiliary verb shifts to the beginning of the sentence. The ‘be’ verb remains after the subject.

Examples:

- Present perfect continuous: Has Amu been reading?
- Past perfect continuous: Had Amu been reading when you met her?
- Future continuous: Will Amu be reading?
- Future perfect continuous: Will Amu have been reading for two hours when you meet her tomorrow?

When using negative sentences remember to avoid double negatives. Double negatives are when two negatives are used in a single sentence. Using two negative changes the sentence to a positive sentence. We try to avoid double negatives because they make the meaning of a sentence confusing and are an example of poor grammar.

Example:

- I did not say nothing to him. (Incorrect)
- I did not say **anything** to him. (Correct)

Practice

Activity 1

Identify the tenses in the following sentences.

1. The king **decided** to reward his most loyal ministers.
2. I **have written** an essay on the ill effects of drug abuse.
3. The people of Freetown **will be voting** in the city elections tomorrow.
4. The manager of this hotel **has been overseeing** the operations for five years.
5. Next month, I **will have spent** eight years working in this company.
6. It **takes** a few days for a caterpillar to turn into a butterfly.
7. As instructed, you **will report** for duty tomorrow.
8. The pupils **had finished** their lunch when the teacher entered the classroom.

Activity 2

Convert the following sentences into questions.

1. We are not going to eat anything for dinner.
2. The broker was planning to sell his stocks the next day.
3. By the time you arrive, he will have been gardening for an hour.
4. The farmer had looked after his cow for 15 years when it died.
5. The evening will end with a magnificent show of fireworks.
6. You were going to school when I last met you.
7. Mr Bayoh has been thinking about his late mother.
8. The group will not have arrived by bus by the time you reach the station.

Activity 3

Write sentences for each of the verbs given below in the tenses specified in brackets.

1. to follow (simple past)
2. to find (present perfect)
3. to speak (past perfect)
4. to run (present perfect continuous)
5. to pour (future continuous)
6. to live (future perfect continuous)

Activity 4

Fill in the blanks with verbs in the appropriate tenses.

1. The sun _____ in the east and sets in the west.
2. This evening, I will _____ the ripe fruits from the mango tree.
3. The fishermen will have _____ from the river by 6 p.m.
4. This child has been _____ for some time, looking for her mother.
5. The marathon runner will have been _____ for four hours by 2 p.m. tomorrow.

Lesson Title: Writing Skills Development: Five-Paragraph Essay	Theme: Writing
Practice Activity: PHL4-L005	Class: SSS 4



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 five-paragraph essay.
3. Develop appropriate topic sentences.
4. Write relevant and interesting titles.
5. Write a five-paragraph essay of 450 words on a given topic with clear and coherent development of ideas.

Overview

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

- Organised in at least five 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:

- Three to five sentences long
 - Topic sentence, two to three 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 a 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:

- Explains why the topic sentence is meaningful
- Works alongside other supporting sentences
- 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.

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

1. Use the following outline to plan and develop your essay on the topic: 'Violent video games should be banned'.

Introduction

Introduce the topic of the essay and the three 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 three main ideas from the introduction in a different way.

Topic sentence:

2. Use the following 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 three 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 summarises all the points you have made?

Activity 2

1. Use your outline to write a five-paragraph essay on the topic: 'Violent video games should be banned'.

2. Use the following self-check questions to make sure that you have completed the essay correctly.
- Is your essay organised into five paragraphs?
 - Does the first paragraph introduce the topic of the essay and state your view on that topic?
 - Does each paragraph have a topic sentence and supporting sentences?
 - Does the conclusion relate back to the main idea of the essay and summarises all the points you have made?

Lesson Title: Punctuation Review	Theme: Grammar
Practice Activity: PHL4-L006	Class: SSS 4



Learning Outcomes

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

1. Read punctuation with appropriate expression and intonation.
2. Identify the different types of punctuation and their functions in a sentence.
3. Demonstrate understanding of how to use punctuation correctly when writing.

Overview

There are three types of terminal stops that can be used to end a sentence:

- A **full stop** is used at the end of a sentence to show that a thought or idea is complete.
Example: I have cooked my own meal today.
- A **question mark** is used when you are asking something and want a response.
Example: Have you heard the latest song?
- An **exclamation mark** is used for emphasis or to show a strong emotion such as surprise, shock or happiness.
Example: What an incredible piece of art!

There are four main types of punctuation that can be used within a sentence: comma, semi-colon, colon and dash.

The following are the features of a **comma**:

- A comma separates items in a list.
Example: I study poems, stories and essays.
- It is used to enclose non-essential details in a sentence.
Example: After some time, and many cups of tea, she got up and left.
- It is also used for question tags.
Example: You like this house, don't you?
- It can also be used with inverted commas.
Example: He said, 'I do not like to study math'.

The following are the features of a **semi-colon**:

- A semi-colon separates items in a list when some of those items already contain commas.
Example: My mother received a set of pots, pans and mixing bowls from my father; a pair of earrings, a necklace and a bracelet from my sister; and a new dress from my grandmother.
- It is also used to join two independent clauses that are closely linked.
Example: My teacher wants to talk to me separately; it must be about how I can improve my performance in the examinations.

The following are the features of a **colon**:

- A colon can be used to introduce a list.
Example: I like three dishes: meat, vegetables and ice cream.
- It can draw attention to a noun or a noun phrase.
Example: Paragraphs should be well organised: They must contain a topic sentence.
- It can be used to present examples or quotations.
Example: Before she passed away, my auntie always said: 'You will never be happy with anyone else until you are happy with yourself'.
- A colon can only be used after a complete thought; it cannot be used to separate phrases or clauses.

The following are the features of a **dash**:

- A dash can strengthen and emphasise a point at the beginning or end of a sentence.
Example: I often go to the mountains to hike – I just love the sights and scenery!
- It can also be used in the middle of a sentence as an aside, like brackets.
Example: I have decided to become a vegetarian – which you may not like – and I am happy with my decision.

Practice

Activity 1

Rewrite the following sentences using appropriate punctuation.

1. Oh no the athlete missed breaking the world record by 0.2 seconds
2. This is a difficult time for Sayida she recently lost her mother
3. I have three siblings two brothers and one sister
4. Wahid Marie and Joseph went to the shop to buy paper pencils and erasers
5. The blue-green lake looked beautiful in the morning light
6. My seven-year-old daughter is very innocent she thinks fairies are real
7. Finish your homework on time You need to sleep early today
8. My grandmother said 'I will love my grandchildren even after I die'
9. Have you tried getting up early in the morning
10. This maths problem we rarely come across such tough ones needs to be solved by a university professor

Activity 2

Read the sentences above aloud to practise using appropriate intonation and pauses.

Lesson Title: Informal Letter	Theme: Reading
Practice Activity: PHL4-L007	Class: SSS 4



Learning Outcomes

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

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

Overview

An **informal letter** is a letter written to a friend, family member or close relative. It is written for personal reasons. The tone is casual and informal language is permitted. The outline of an informal letter is as follows:

Your address: _____.
Date: _____
Greeting: (Dear, Dearest) _____,
Opening: _____.
Body: _____.
Closing: _____.
Yours sincerely,
Your name: _____.

Practice

Activity 1

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

Life at a New School¹

14 Main Street, Freetown.
1 st October 2017
Dearest Father,

I am writing this letter to you to find out the state of your health and to let you know what my life has been like for the past six weeks in my new school.

Firstly, I want to thank you for suggesting this school for my secondary education. The teachers are very helpful and devoted to using the given materials optimally. Frankly, I was anxious about what my new maths teacher would be like, as I was very attached to my previous one. However, my new teacher, Ms Bayoh, is as good a teacher and is also very supportive and encouraging.

You will be relieved to know that the quality of food and the school surroundings are excellent. We get good, fresh meals at lunchtime. The school is set in a quiet area with not too much disturbance. I was especially thrilled to see the large outdoor area that we pupils have access to.

The only aspect that I am not happy about is that we often have to fetch water. Sometimes, when there is no electricity, the school pumps stop working. In that case, if anyone needs water to drink or for the bathroom, they have to fetch it from a borehole nearby. However, our class teacher assures us that this is only a matter of a few more months and soon our school will have a new generator.

Father, this school is indeed blessed with wonderful staff and amenities. You should see the facilities in the science laboratories! Pupils have everything they could possibly need to perform well in the final examinations. Even I can finally make sense of how to put my science knowledge to good use.

I will write to you again soon. Do give my regards to Mother, Grandma, Uncle Femi and others. I hope your work is going well. Do tell me all about it in your next letter.

Yours sincerely,
Yaema.

Comprehension questions

1. What is the one main reason Yaema is writing to her father?
2. Give an example of what Yaema likes about the facilities in her new school.
3. Is there anything that Yaema dislikes at her new school?
4. What does Yaema like about the location of her school?
5. How does Yaema end the letter?
6. '... and to let you know what my life has been like for the past six weeks in my new school'.
 - a. What grammatical name is given to the expression as it is used in the passage?
 - b. What is its function?

Activity 2

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

1. state
2. suggesting
3. devoted
4. anxious
5. thrilled
6. assures

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

Lesson Title: Informal Letter	Theme: Writing
Practice Activity: PHL4-L008	Class: SSS 4



Learning Outcomes

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

1. Identify the features of an informal letter.
2. Identify different types of informal letters.
3. Use an outline to draft an informal letter.
4. Write a letter demonstrating correct usage of the features of an informal letter.
5. Use appropriate and relevant vocabulary when writing a letter.
6. Write a letter with correct grammar, structure and spelling.

Overview

An **informal letter** is a letter written to a friend, family member or close relative. It is written for personal reasons. Remember that when writing an informal letter, you can include informal language such as slang and contractions.

The following are examples of different types of informal letters:

- Descriptive informal letters
 - Describes an experience or a thing
- Persuasive informal letters
 - Convinces someone about something
- Narrative informal letters
 - Describes something that happened

Practice

Activity 1

1. Use the outline below to finish developing the main ideas for your letter on the topic: 'Persuade your father to let you join a new school'. Remember to give reasons to explain why you want to join a new school.
2. Ask yourself the following questions to make sure you have completed the outline correctly:
 - Have you filled in the address, date, salutation and subscription in the correct places as given in the outline?
 - Do you have an opening and a closing?
 - Do you have at least two main ideas to persuade your father?
 - Have you decided on evidence or reasons to support your main arguments?

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

Activity 2

1. Use your completed outline to write a persuasive letter of approximately 450 words on the topic: 'Persuade your father to let you join a new school'.
2. Ask yourself the following questions to make sure you have written your letter correctly:
 - Have you written the address, date, salutation and subscription in the correct places?
 - Do you have at least two main arguments to persuade your father? Are they supported by reasons or evidence?
 - Does your letter include persuasive language? Are your arguments convincing?
 - Have you checked your letter to ensure that you have used correct grammar and spelling?

Lesson Title: Formal Letter	Theme: Reading
Practice Activity: PHL4-L009	Class: SSS 4



Learning Outcomes

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

1. Identify the features of a formal letter.
2. Read a text with fluency.
3. Summarise a text in own words.
4. Infer meaning from a text.
5. Substitute words in a text.
6. Answer questions on a text.

Overview

A **formal letter** is a letter written to authorities or to your seniors in a formal tone. The features of a formal letter are as follows:

- Written to people in authority or public offices
- Written in a formal tone
- Does not use abbreviations, slang or colloquial terms

The following are examples of different types of formal letters:

- Letter of complaint
 - Makes a formal complaint about something
- Letters of request
 - Requests something
- Application letter
 - For university/job/scholarship applications
- Letter of apology
 - Apologises for something

Practice

Activity 1

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

<p>The Principal, Sierra Leone Grammar School, Murray Town. Freetown.</p> <p>Dear Sir,</p>	<p>Sierra Leone Grammar School, Murray Town, Freetown.</p> <p>25th August 2017.</p>
--	--

APOLOGY OVER THE RECENT RIOT IN THE SCHOOL

It is indeed a pity that a violent demonstration erupted in our school on 5th August 2017. This riot was an unfortunate incident because what was planned as a peaceful demonstration was hijacked by hooligans and eventually ended up becoming a full-scale act of vandalism. I am writing this letter to describe the part I played and, at the same time, apologise for my involvement in the riot.

Right from the beginning of this academic year, the general facilities in the boarding home have been extremely poor. The meals served for lunch and dinner are insufficient and of poor quality. Apart from the food, water and electricity facilities are also extremely poor. For bathing, we have to walk long distances to fetch water in the community. These poor conditions in the boarding home have led to the outbreak of many diseases which have been traced by hospital authorities to malnutrition and drinking of unsafe water.

Because of the reasons stated above, we organised a prefects' meeting that day. During the meeting, a lot of complaints surfaced. We decided that a delegation of prefects, including me as the assistant senior prefect, should lodge our complaints with the school authority. We went as proposed and met the vice principal due to the absence of the principal. Instead of reasoning with us, he turned a deaf ear and accused us of bad intentions. He said that we were being used by some members of staff to cause chaos. He called us all sorts of names such as agents of vandalism, sowers of seeds of discord and the like. He did not allow any one of us to make any comment.

Before we got to the dining hall that evening, most of the pupils had gathered waiting for news about the outcome of our meeting with the vice principal. The atmosphere was already charged, and most pupils started to become very uneasy. I narrated to the pupils how the vice principal had treated us. However, I told the pupils to be calm and patient until the principal returned.

As I was addressing them, a gang of hoodlums from neighbouring schools trooped into our school compound and accused me of siding with the school authorities for not allowing them to go ahead with the demonstration. Before I knew what was happening, our pupils had joined the hoodlums and started perpetrating violence and destroying school property. Eventually, the library complex, laboratory block and the vice principal's office were set on fire and a good number of people, including the vice principal and a host of teachers, were wounded.

On this note, I now tender my unreserved apology. Please have mercy on me as I never intended on creating a riot. I am only the sacrificial lamb, as I have been singled out as the main culprit. In view of the fact that our final examination is coming close, I implore the authorities to set up an investigation panel to look at the causes of the uprising with a view to bringing the real culprits to justice.

I will be very grateful if my suspension is cancelled and the authority looks into the matter more closely. Thank you very much for taking time to hear my own side of the matter.

Yours faithfully,
Alfred Williams
Assistant Senior Prefect

Comprehension questions

1. Did the riot start in a violent way?
2. What advice did the writer give the pupils after the meeting with the vice principal?
3. What and who motivated the pupils of the school to become violent?
4. What was the damage caused by the pupils?
5. Is the writer to blame for the violent incident? Give reasons for your answer.

Activity 2

For each of the following **bold** words, give another word which means the same and which can replace it as it is used in the letter.

1. 'I am writing this letter to describe the part I played and at the same time, apologise for my **involvement** in the riot'.
a. role b. interests
2. 'These poor conditions in the boarding home have led to the **outbreak** of many diseases which have been traced by hospital authorities to malnutrition and drinking of unsafe water'.
a. spread b. illnesses
3. 'Before I knew what was happening, our pupils had joined the hoodlums and started **perpetrating** violence and destroying school property'.
a. controlling b. committing
4. On this note, I now **tender** my unreserved apology.
a. offer b. write
5. 'In view of the fact that our final examination is coming close, I **implore** the authorities to set up an investigation panel to look at the causes of the uprising with a view to bringing the real culprits to justice'.
a. motivate b. request

Activity 3

Identify the type of dependent or subordinate clause in **bold** in the following sentences.

1. 'These poor conditions in the boarding home have led to the outbreak of many diseases **which have been traced by hospital authorities to malnutrition and drinking of unsafe water**'.
2. '**Before we got to the dining hall that evening**, most of the pupils had gathered waiting for news about the outcome of our meeting with the vice principal'.

Lesson Title: Formal Letter	Theme: Writing
Practice Activity: PHL4-L010	Class: SSS 4



Learning Outcomes

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

1. Identify the features of a formal letter.
2. Identify different types of formal letters.
3. Use an outline to draft a formal letter.
4. Write a letter demonstrating correct usage of the features of a formal letter.
5. Use appropriate and relevant vocabulary when writing a letter.
6. Write a letter with correct grammar, structure and spelling.

Overview

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

The following are the features of a formal letter:

- They are written to people in authority such as chairmen, principals, governors and directors.
- They are written in a formal tone.
- Examples of different types of formal letters include:
 - Letters of complaint: To make a formal complaint about something
 - Letters of request: To request something
 - Application letters: For university/job/scholarship applications
 - Letter of apology: To apologise for something

The following are the components of a formal letter:

- Writer's address
- Date
- Receiver's address
- Salutation
- Subject
- Opening paragraph
- Main body
 - Two to three paragraphs
- Closing paragraph
- Subscript
 - 'Yours faithfully'
- Name and designation of the writer

Practice Activity 1

Use the outline below to plan your formal letter on the topic: 'Write a letter to the Minister of Education in your country on the poor state of schools in your area and its effect on the performance of pupils' if you did not already do so in class.

Writer's address: _____.
Date: _____
Recipient's address: _____.
Salutation: <u>(Dear Sir/Madam),</u>
Subject comes here (UPPERCASE or <u>Underlined Title Case</u>)
Introductory paragraph (I am writing to ...): _____.
Main idea 1, with supporting statements: _____.
Main idea 2, with supporting statements: _____.
Main idea 3, with supporting statements: _____.
Closing paragraph: _____.
Yours faithfully, Signature,
Your name _____,
Your position/appointment _____.

Activity 2

1. Use your completed outline from the lesson to write a formal letter of approximately 450 words on the topic: 'Write a letter to the Minister of Education in your country on the poor state of schools in your area and its effect on the performance of pupils'.

2. Ask yourself the following questions to make sure you have included everything in your letter:

- Does the letter have multiple addresses, a date, a salutation and sign off (subscript) in the appropriate places?
- Does the letter have an introductory paragraph?
- Does the letter have a closing paragraph?
- Does the main body have at least two to three paragraphs with separate main ideas and supporting sentences?
- Are the paragraphs connected in a logical way with connecting words and expressions?
- Have you used correct grammar and spelling throughout the letter?

Lesson Title: Vowel Sound Review	Theme: Listening and Speaking
Practice Activity: PHL4-L011	Class: SSS 4



Learning Outcomes

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

1. Demonstrate understanding of the difference between long and short vowel sounds.
2. Distinguish between long and short vowel sounds.
3. Identify long and short vowel sounds in sentences.

Overview

Pure vowel sounds, or '**monophthongs**' are sounds that are spoken with the same sound from beginning to end. A monophthong represents a single vowel sound in a word.

Because English spelling does not always match the sounds, the same vowel sound can be represented by different combinations of letters.

Example: The words '**tend**', '**instead**' and '**leopard**' all have the same /ɛ/ sound despite having different spellings.

Pure vowel sounds can be created by one vowel, or when two vowels appear side by side in a syllable.

Example: The words '**instead**' and '**leopard**' use two vowels each to make one sound.

Pure vowel sounds can be divided into two categories: **long vowel sounds** and **short vowel sounds**. Whether a vowel has a long sound, a short sound or remains silent depends on its position in a word and the letters around it.

The following are examples of short vowels:

Short Vowel Sounds	
Phonetic Sound	Example Words
/æ/ as in 'apple'	bag, glad, bat, magazine
/ʌ/ as in 'fun'	cut, uncle, love, country, sun
/u/ as in 'put'	put, woman, sugar
/i/ as in 'pin'	bit, kill, basket, language, village
/ɛ/ as in 'egg'	bed, leopard, many, bury
/ɔ/ as in 'cot'	hot, song, watch, rod

The following are examples of long vowels:

Long Vowel Sounds	
Phonetic Sound	Example Words
/ɑ:/ as in 'past'	class, car, palm, jar, guitar
/i:/ as in 'sleep'	beat, sheep, vehicle, machine, foetus
/u:/ as in 'pool'	fool, fruit, choose, news, shoe
/ɜ:/ as in 'hurt'	girl, world, blood, love, service
/ɔ:/ as in 'law'	sought, court, saw, board

Practice

Activity 1

The list of word pairs below contains short and long pure vowel sounds. Practise reading the word pairs aloud.

- | | | | |
|------------|---------|-----------|--------|
| 1. hill | heel | 11. stock | stalk |
| 2. sit | seat | 12. rich | reach |
| 3. grin | green | 13. dip | deep |
| 4. hit | heat | 14. pick | peak |
| 5. shot | short | 15. pot | port |
| 6. pill | peel | 16. full | fool |
| 7. bin | bean | 17. could | cooed |
| 8. bit | beat | 18. good | choose |
| 9. ship | sheep | 19. rod | roared |
| 10. living | leaving | 20. foot | fruit |

Activity 2

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

- | | | | |
|------------------|-------------|-----------|------------|
| 1. pole | a. lawyer | b. mother | c. foal |
| 2. fussy | a. poetry | b. pun | c. brown |
| 3. port | a. caught | b. dirt | c. dean |
| 4. freeze | a. dress | b. lead | c. reel |
| 5. date | a. platform | b. paste | c. grandma |
| 6. vile | a. cry | b. real | c. did |
| 7. ship | a. minor | b. shine | c. link |
| 8. doctor | a. above | b. forth | c. lump |
| 9. perch | a. world | b. torch | c. caught |
| 10. watch | a. cot | b. boat | c. blood |

Activity 3

Read the following sentences aloud. Focus on the pronunciation of the vowel sounds in **bold**.

- I **feel** a bit **tired**; I am going to **bed**.
- There** were many **rats** in the **basement** **last** **week**.
- The new **term** is **about** to **start**.
- He thinks the **tank** **contains** a **leopard**, a **mouse** and an **alligator**.
- She was **lucky** to have **done** **her** **homework** **well**.

Lesson Title: Consonant Sounds Review	Theme: Listening and Speaking
Practice Activity: PHL4-L012	Class: SSS 4



Learning Outcomes

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

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

Overview

Consonant sounds are sounds that are not vowels. There are 24 consonant sounds in the English language, for example, /b/, /d/, /p/.

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

Sound	Example Word	Additional Words
p	pair	plant, appear, cup
b	bad	ball, book, about, crab
t	tall	take, cattle, hit
d	dark	dear, added, read
k	cab	car, actor, lack
g	good	go, again, tag
f	fine	fall, afraid, wife
v	very	vast, above, never
th θ	thing	think, both
th ð	this	father, rather
s	saw	hospital, house
z	zap	zoo, pizza, goes
sh	shape	show, pushes, hush
zh	pleasure	beige, usual
h	her	hair, ahead
ch	cherry	match, natural, snatch
j	judge	joke, majority
m	man	mango, amount, team
n	nail	nice, animal, tan
ng	ring	singer, song
l	let	lady, always, let
r	right	wrong, scary, terror
w	wet	want, away
y	you	yoghurt, soya

Some consonants make more than one consonant sound. Some examples are given below.

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

- **/s/:**
 - This 's' can be in any position in a word, but usually not in the middle of two vowels.
 - Almost all words which start with 's' have the /s/ sound.
Examples: sat, seem, person
- **/z/:**
 - This usually occurs when the consonant letter 's' is between two vowels.
 - The 's' in the beginning of the word is almost never spoken as /z/.
Examples: business, these, players

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

- **/ð/:**
 - This is a voiced consonant sound.
 - It can be represented by the symbol: ð
 - Examples: father, them, together, breathe
- **/θ/:**
 - This is an unvoiced consonant sound.
 - It can be represented by the symbol: θ
 - Example: third, thank, health, bathtub

Practice Activity 1

Practise reading the following words aloud, noting the difference between the consonant sounds in **bold**.

/s/, /t/ and /θ/

1. sick tick **thick**
2. sin tin **thin**
3. **thigh** sigh tie
4. **tank** **sank** **thank**
5. boot soo**th**e **tooth**

/r/ and /l/

1. rice lice
2. read lead
3. root loot
4. ramp lamp
5. rip lip
6. grass glass
7. rock lock

- 8. row low
- 9. right light
- 10. ram lamb

Activity 2

Read the following sentences aloud, focusing on the words in **bold**.

1. I was **fired** not long after I was **hired**, and I am **tired** of not having a job.
2. The **ferry** crosses this **very** river twice a day.
3. The **staff** will **starve** without food.
4. Please buy some **peas** and **beans** and put them in the **pot** to **boil**.
5. I **pricked** my finger with a **pin**.
6. Look at the man on your **right** reading without any **light**.
7. Are you asking him not to step on the **grass** or on the **glass**?
8. Did you say the report was **long** or **wrong**?
9. It is not always easy to accomplish a **mission** without a **vision**.
10. I often admire the **passion** he has for surfing the **ocean**.

Activity 3

From the words lettered **a** to **c**, choose the word in each row that has the same consonant sound(s) as the one represented by the letters in **bold**.

- | | | | |
|--------------------|--------------|------------|-------------|
| 1. pair | a. help | b. hair | c. lair |
| 2. think | a. father | b. brother | c. both |
| 3. swim | a. saw | b. swamp | c. sit |
| 4. long | a. half | b. lick | c. foretold |
| 5. joke | a. gym | b. go | c. grass |
| 6. change | a. character | b. bench | c. craze |
| 7. friend | a. phone | b. pill | c. mend |
| 8. truck | a. attach | b. kind | c. sin |
| 9. goose | a. vague | b. judge | c. logic |
| 10. players | a. spin | b. spirit | c. buzz |

Lesson Title: Creative Writing	Theme: Reading
Practice Activity: PHL4-L013	Class: SSS 4



Learning Outcomes

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

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

Overview

Creative writing is a form of writing that is created by the writer. It can be fictional, imaginative or narrative.

The following are features of a creative text:

- Uses characters, a plot and a storyline
- Contains details and descriptions of characters and setting
- May have a lesson or a moral
- Does not need statistics or facts to support any argument

In the WASSCE English Language examination, you may read a short story based on an idiom or a saying. A **saying** is a commonly used expression that offers wisdom or a lesson. Its meaning is something beyond the literal meaning of the words.

Example:

Saying – An idle mind is the Devil’s workshop.

Meaning – People who are not occupied with productive work are likely to waste time doing more harm than good.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Where There’s a Will, There’s a Way

There was once a very poor man named Omar Koroma who spent his nights on the streets of Bo. But Omar had not always been a pauper. Back in the early 2000s, Omar had been a rich man with a wife, three children and a flourishing business. That was in another country. A country which Omar now wished to forget.

It was 2009 when Omar’s country was attacked. After enduring the war for two years, Omar and his family decided to let go of their relatives and business and flee

to West Africa. Unfortunately, the vehicles in which some people were escaping were intercepted by the attackers and their military detained Omar's wife and children. Omar was somehow able to escape. However, he was constantly lonely, grief-stricken and bereaved without his family in a strange new land – Sierra Leone.

Omar needed desperately to survive. As much as he wanted to think of his family, he had to find a livelihood. But he was now in a place with no professional connections whatsoever. Yes, he had made a few friends and the people were pleasant, but Omar could not figure out how to set up a new business, or what that business would be – until an idea struck him one day.

On a sunny afternoon, Omar found a rich man who was getting rid of some old and new books, all of which he had read. The man spotted Omar sitting under a tree in the street and beckoned Omar to come to his doorstep. He told Omar to take the carton of books away with him at no cost. Omar could see no potential use for these books but decided to take them with him anyway. He decided to sell them at the market cheaply, just like he had seen some other book vendors do.

Upon observing how the vendors conducted their businesses, Omar started selling his books at a price even lower than theirs. This way, more people bought books from him. The amount of money he had made by the end of it was enough to sustain him for only four more days. But Omar had bigger plans. He sold the intact cardboard carton for a fair price to a small-scale grocery store business. Then he set up some connections with other businesses in the neighbourhood to buy their paper and plastic trash in cardboard cartons. He would sell the items at a cheap price to factories and manufacturers, then sell those cartons for a higher price.

Given that Omar had been a successful businessman and was highly skilled and trained, it was not long before he had a small business of his own. He supplied cartons and packaging materials to companies. In three years' time, he had his own office with ten employees working for him. He is now once again living a middle-income, comfortable life. Is he happy and satisfied? Not quite. He misses his family terribly. 'I will yearn for them and pine for them as long as I shall live', he says. But he has learnt not to give up on life so easily. He tells everyone now that if he could make it, anyone can. Where there's a will, there's a way.

Comprehension questions

1. What does the writer mean by, 'A country which Omar now wished to forget'? Why would Omar want to forget about the country?
2. Why were Omar's wife and children not able to escape their country?
3. Why was Omar not rich in Sierra Leone?
4. What was the business idea that struck Omar?
5. What is Omar's business like now?
6. Why is Omar still not completely happy in life?

Activity 2

Identify the grammatical name for the selections in **bold** taken from the passage.

1. 'Unfortunately, the vehicles **in which some people were escaping** were intercepted by the attackers and their military detained Omar's wife and children'.
2. '**On a sunny afternoon**, Omar found a rich man who was getting rid of some old and new books, all of which he had read'.
3. 'On a sunny afternoon, Omar found a rich man who was getting rid of some old and new books, **all of which he had read**'.

Activity 3

Given below are sentences from the passage. Choose the word from the two options that can replace the word in **bold** without changing the meaning of the sentence.

1. 'Unfortunately, the vehicles in which some people were escaping were intercepted by the attackers and their military **detained** Omar's wife and children'.
a. detected b. caught
2. 'Yes, he had made a few friends and the people were **pleasant**, but Omar could not figure out how to set up a new business, or what that business would be ...'
a. friendly b. honest
3. 'The amount of money he had made by the end of it was enough to **sustain** him for only four more days'.
a. provide for b. gratify
4. 'Is he happy and **satisfied**?'
a. relieved b. content

Lesson Title: Creative Writing	Theme: Writing
Practice Activity: PHL4-L014	Class: SSS 4



Learning Outcomes

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

1. Use an outline to plan a story.
2. Write a story 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, structure and spelling.

Overview

Creative writing is often used to write fictional, or imagined, stories.

The features of creative writing are:

- 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 (the writer or a character), and when is it happening (present or past)?

One element of creative writing is **tone**. The following are the features of tone:

- Tone is the expression and attitude that an author uses in writing.
Examples: sentimental, humorous, serious, formal
- The functions of tone in writing are:
 - To develop the 'mood'. Mood gives the reader a certain feeling when they read the text.
Examples: hopeful, optimistic, depressing
 - To show the writer's attitude toward the theme
 - To engage readers
- An objective tone is used mostly in formal and essay writing to state impartial and unbiased ideas.
Example: Different planets take a different number of days to complete one revolution around the sun.
- A subjective tone is used in creative writing and descriptive and narrative essays to express personal views and opinions.
Example: My mother looked like she was sad and disappointed.

Plot is perhaps the most important element of creative writing. Most stories follow a straightforward plot that uses the following stages:

- Introduction
 - The introduction sets up the story by introducing settings and characters.
 - The conflict is introduced.
- Rising action

- This is when the characters are trying to overcome a conflict that stands in their way.
- Climax
 - This is the final obstacle the character must face to reach his or her goal.
- Falling action
 - This is what happens after the character is past the obstacle.
- Resolution
 - This is the final outcome of the story.

Practice

Activity 1

Complete your creative writing outline on the topic: 'It pays to be kind'.

Title: _____

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 respond to the obstacle(s)? _____

Climax

- How does the character face the final (and biggest) obstacle?

Falling Action/Resolution

- What is the outcome of the character facing this obstacle? _____

Activity 2

1. Use your completed outline to write a 450-word short story on the topic: 'It pays to be kind'.
2. Check that you have included the following in your story:
 - A title that summarises the text and engages the reader
 - A clear description of characters and settings
 - A conflict for the character to overcome
 - A resolution to your character's conflict
 - A consistent point of view that does not change between first- and third-person or between past and present

Lesson Title: Consonant Clusters Review	Theme: Listening and Speaking
Practice Activity: PHL4-L015	Class: SSS 4



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.

Overview

Consonants are sounds that are not vowels.

Some examples of consonants are: b, c, d, f, g, h, j, l

Consonant clusters are sounds made from two or more consonants together in a word with no vowel in between them.

Although consonant clusters can be in the initial, medial or end position of a word, some consonant clusters are only found in one or two of these positions, not all. The following is a list of some common consonant clusters and their positions in words. Sometimes, consonant clusters can be hard to pronounce. When reading them aloud, try to say the sounds together rather than separating them:

Consonant Cluster	Example Words
bl	bleed, blend
fl	flag, flew
gl	glide, glow
cl	clear, click
sl	slide, slow
mp	tempo, lamp
rd	bird, card
ld	build, older
lp	help, gulp
rk	bark, workers
lt	salt, tilting
lf	elf, self
sw	swan, swing
tw	twin, entwine
spr	spring, sprawl
shr	shrink, shrill
str	stretch, straw

Practice Activity 1

The list of words below contains consonant clusters in the **initial** position of words. Practise reading them aloud and identify two more examples of each consonant cluster.

- cl: click
- fl: flat
- gl: glass
- sl: sleep
- br: bright
- cr: cry
- fr: from
- gr: grade
- pr: price
- tr: truck
- sc: school
- sk: skate
- sm: small
- sn: snow
- sp: space
- st: stair
- sw: sweet
- tw: tweet
- str: street
- spr: spring
- thr: through
- shr: shrink

Activity 2

The list of words below contains consonant clusters in the **final** position of words. Practise reading them aloud and identify two more examples of each consonant cluster.

- st: best
- sk: ask
- sp: crisp
- nd: and
- nt: different
- nk: bank
- mp: camp
- rk: mark
- ld: child
- lp: help
- ts: coats
- lt: adult
- lf: self
- pt: accept
- ft: gift
- ct: direct

Lesson Title: Consonant Clusters Review	Theme: Listening and Speaking
Practice Activity: PHL4-L016	Class: SSS 4



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.

Overview

Consonant clusters are sounds made from two or more consonants together in a word with no vowel in between them. In a consonant cluster, there are multiple consonant sounds that can be heard, unlike a digraph, where two or more letters form just one sound.

In English, you can find consonant clusters in the initial, medial or end position of a word. However, they are more common at the beginning and end of words than in the middle.

The table below gives examples:

	Initial Position	Medial Position	End Position
2 consonants	please, break, drive, globe	tactile, parked, attending	bold, felt, swamp
3 consonants	spring, scream, splatter	none	fifths, products
4 consonants	none	none	twelfths, prompts

Practice

Activity 1

Identify the consonant clusters in the following words and state the position in which they occur in each word.

Example: **strike** – initial position

1. master
2. scapular
3. respect
4. contrite
5. troughs
6. masks
7. elf
8. fickle
9. straight
10. clients

Activity 2

Name two words that match the consonant cluster sound in **bold** in each of the following words.

Example: **bent**

Answer: **paint, count**

1. **increase**
2. **please**
3. **travel**
4. **sink**
5. **splendid**
6. **phrase**
7. **park**
8. **bend**
9. **mask**
10. **falter**

Activity 3

Practise reading the following word pairs aloud.

1. pray	play		11. rains	range
2. sting	string		12. felt	felled
3. scheme	scream		13. sent	send
4. crime	climb		14. lift	lived
5. tread	thread		15. missed	mixed
6. drift	thrift		16. seats	seeds
7. true	drew		17. ask	axe
8. grade	glade		18. lisp	lips
9. tree	three		19. coast	coats
10. flee	free		20. nest	next

Lesson Title: Reading Skills Development: Skimming and Scanning	Theme: Reading
Practice Activity: PHL4-L017	Class: SSS 4



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 two reading skills that can help you quickly find information and understand the text better.

Skimming is quickly reading to get the main ideas or a general understanding of a text.

The features of skimming are as follows:

- 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 or key words in paragraphs.

Scanning is looking for specific information as you read.

The features of scanning are as follows:

- 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 Activity 1

First read the following comprehension questions, then quickly skim and scan the text below to find the answers. Explain the technique you used to reach each answer.

1. How did Mr Abu Bakarr Conteh help poor parents with their children's education?
2. State three contributions made by Mr Abu Bakarr Conteh before the elections.
3. Why did everyone admire Mr Abu Bakarr Conteh?
4. Why did Mr Abu Bakarr Conteh lose the elections?
5. Was the election free and fair?

How My Favourite Candidate Was Defeated in an Election

When people say politics is a dirty game, one may wonder what they actually mean. The meaning of this statement became very clear to me during the last campaigns for the election of the member of parliament of our constituency. It is unbelievable that the most popular candidate, Mr Abu Bakarr Conteh, lost to his opponent, Mr Alfred Bangura, in an unprecedented way.

Since Conteh had contributed immensely to the development of the constituency even when he was not a member of parliament, he became the favourite candidate. He had helped in the construction of the main bridge and a market for the community. He was highly educated, generous and very articulate. He assisted poor parents in paying school fees for their children and also advocated for microcredit facilities for petty traders within the constituency. In addition to all these qualities, he had even contributed to the construction of the new mosque in his village.

Prior to the elections, he came around with his team to campaign. During those campaigns, he highlighted some of the developments he had brought to the constituency and promised to do more if he were elected. When he made those visits, a large crowd normally came around to welcome him. Mostly, he went on the radio to put out his messages to the electorate. Since he was an eloquent speaker, everybody admired him and we all concluded that he was going to emerge victorious.

On the eve of the elections, we saw three truckloads of armed men who said they were sent to oversee the conduct of the election. Many people started commenting that Conteh's opponent had hired armed men to come and intimidate them. Indeed, their suspicion turned out to be true.

On the day of the elections, most of Conteh's strong supporters were prevented from casting their votes. At some point during the elections, the

armed men entered the polling stations and obstructed the voting. It was during this period that they stuffed the boxes with ballot papers in favour of Bangura, since he was very rich and had connections with top members of the party in power. We had no option but to patiently wait until the end of the elections.

When the voting ended at 5:30 p.m., the counting of the votes started immediately. From the provisional results we got from the polling centres, it became very clear that the elections had been rigged. When the results were announced, the favourite candidate, Conteh, got 1,352 as compared to his opponent who scored 7,345 votes.

Although Bangura was declared the winner, Conteh went to court to contest the result because it was discovered that the total votes cast on the election day far exceeded the number of registered voters.

Activity 2

Give one word or phrase that could replace each of the following as used in the passage:

1. unprecedented
2. immensely
3. articulate
4. intimidate
5. rigged

Activity 3

Identify the grammatical name for the selections taken from the passage in **bold**.

1. '**When people say politics is a dirty game**, one may wonder what they actually mean'.
2. '**Since Conteh had contributed immensely to the development of the constituency even when he was not a member of parliament**, he became the favourite candidate'.
3. '**Prior to the elections**, he came around with his team to campaign'.
4. '**When the voting ended at 5:30 p.m.**, the counting of the votes started immediately'.

Lesson Title: Article for Publication in a Newspaper or Magazine	Theme: Reading
Practice Activity: PHL4-L018	Class: SSS 4



Learning Outcomes

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

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

Overview

A **news article** is meant for publication in a newspaper or magazine.

The features of a news article are as follows:

- It seeks to grab the reader's attention.
- It usually addresses an issue that is relevant to the reader or community.
- It uses formal language when addressing an issue for a wider audience, but can use less formal language if the audience is the school community.
- It always includes a title and the author's name.

Practice

Activity 1

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

The Rising Cost of Tertiary Education

The cost of education, especially tertiary education, has become a matter of serious concern. Many school drop-outs have not been able to access higher education because of the cost of tuition fees and other charges. This has caused some youngsters to become a nuisance to society at large. Many Sierra Leonean young adults, who would have become useful participants in the advancement of the country, cannot achieve their goals because their parents cannot pay their fees.

At the start of the last academic year, all the tertiary institutions increased their fees by almost a hundred percent. This has caused many young adults to drop out of programmes, as their parents cannot **afford** to pay these high

fees. Despite several appeals from students and the general public, these institutions have gone ahead and implemented the new fees structure. This has certainly caused many to take to the streets, thus increasing the crime rate in our communities. Besides, the failure of many students to secure admission into a university of their choice has resulted in the majority of them going for part-time studies. This has led to many institutions of higher learning to increase their fees since the demand for admission has increased.

The tertiary institutions in the country are going through various forms of renovation of their lecture halls, offices and residential halls. They also need to equip their libraries, computer rooms and laboratories. The tertiary institutions are also raising concerns of high running costs, and of insufficient government subsidies to support these institutions. These institutions rely on the fees they collect from students to cover running costs.

The above causes of the rising cost of tertiary education have become a serious burden on parents, many of whom are poor and unemployed. Apart from paying their children's fees, they also need to provide **necessities** for them over the course of their studies.

I am making the following suggestions in order to address the problem of the rising cost of tertiary education in this country. I would first suggest that the government increase the funding it provides for tertiary institutions. Since these are state institutions, the government must ensure that basic facilities are provided for these institutions, as parents are paying taxes. Also, the government could introduce a loan **scheme** to students in case some students are unable to get full scholarships from the government. Once this is done, the government should sanction tertiary institutions to charge moderate fees. If all the above suggestions are implemented, I believe the cost of education in our tertiary institutions will decrease significantly and the number of drop-outs will reduce considerably.

– Charles Sesay
News Correspondent.

Comprehension questions

1. What is the meaning of, '... who would have become useful participants in the advancement of the country'?
2. Which recent development has led to many youngsters dropping out of universities?
3. Why do many tertiary institutions have high running costs?
4. Summarise the suggestions the writer makes to reduce the cost of tertiary education.
5. What has caused many students to pursue part-time studies?

Activity 2

Identify whether the following sentences from the article are in active or passive voice.


1. 'The cost of education, especially tertiary education, has become a matter of serious concern'.
2. 'At the start of the last academic year, all the tertiary institutions increased their fees by almost a hundred percent'.
3. 'The government must ensure that basic facilities are provided for these institutions, as parents are paying taxes'.
4. 'If all the above suggestions are implemented ...'

Activity 3

Give one word or phrase that could replace each of the following as used in the passage:

1. obtain
2. executed
3. inadequate
4. order

Lesson Title: Article for Publication in a Newspaper or Magazine	Theme: Writing
Practice Activity: PHL4-L019	Class: SSS 4

 <p>Learning Outcomes By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Use an outline to plan an article. 2. Write an article relevant to the topic with well-organised ideas. 3. Use appropriate and relevant vocabulary when writing on a topic. 4. Write a text with correct grammar and spelling.

Overview

An **article for publication** in a newspaper or magazine looks at the ‘what’, ‘when’, ‘where’ and ‘who’ of a past, current or upcoming event. It can also present an opinion or solution for a current problem that is faced by many readers of the publication. It gives readers more details about an issue.

The features of an article for publication are as follows:

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

Practice

Activity 1

If you did not complete your outline in class, use the article outline to organise your ideas on the topic: ‘How vocational training can help the problem of unemployment among youth’.

Title
Introductory Paragraph <ul style="list-style-type: none"> • Main idea of article (what happened) • Supporting details
Body of article <ul style="list-style-type: none"> • Detail 1 • Detail 2 • Detail 3 • Detail 4

<ul style="list-style-type: none"> • Detail 5
<p>Closing paragraph</p> <ul style="list-style-type: none"> • Outcome (or possible next steps)
Name Designation Address (for national and international publications).

Activity 2

1. Use your outline to write an article for a magazine in about 300 to 350 words on the topic.
2. When you have finished writing, check that you have included the following in your article:
 - A title that summarises the article
 - A main idea at the beginning of the article
 - Supporting details and evidence for your main idea
 - Suggestions for actions
 - Your name and designation

Lesson Title: Figurative Language Review – Simile, Metaphor, Personification, Hyperbole	Theme: Reading and Writing
Practice Activity: PHL4-L020	Class: SSS 4



Learning Outcomes

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

1. Define simile, metaphor, personification and hyperbole 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

Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation.

The following are the features of **simile** and **metaphor**:

- Similes and metaphors are both used to compare unlike things.
- They are both used to make sentences more interesting.
- Similes use the words 'as' or 'like' to make a comparison.

Example: The cat was as filthy as the mud it played in.

- A metaphor also compares words, but instead of saying one thing is like something else, a metaphor makes one thing become something else.

Example: The cat is a heap of mud.

The following are features of **personification**:

- Personification is a type of metaphor where you give human characteristics to non-humans.
- It is used to make sentences more interesting.
Example: The dried-up plants were crying out for more water.

The following are features of **hyperbole**:

- A hyperbole is an extreme exaggeration.
- It is not realistic and not meant to be taken literally.
- We use hyperbole to make a point or to emphasise feelings.
- Examples:
 - I ran so much today that I could have died!
 - You scared me; I almost had a heart attack.

Practice

Activity 1

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

Excerpt from 'Roughing it: Lost in the Snow'¹

We mounted and started. The snow lay so deep on the ground that there was no sign of any perceptible road, and the snow-fall was so thick that we could not see more than a hundred yards ahead, else we could have guided our course by the mountain ranges. The case looked dubious, but Ollendorff said his instinct was as sensitive as any compass, and that he could draw a straight line from there to our destination ten miles away, and never diverge from it. He said that if he were to diverge even a little bit out of this true line, his instinct would assail him like an outraged conscience.

Consequently, we started following him, happy and content. For half an hour, we poked along warily enough, but at the end of that time we came upon a fresh trail and saw traces of footsteps. Ollendorff shouted proudly: 'I knew I was as dead certain as a compass, boys! Here we are, right in somebody's tracks that will hunt the way for us without any trouble. Let's hurry up and join company with the party'.

So, we put the horses into as much of a trot as the deep snow would allow, and before long it was evident that we were gaining on our predecessors, for the tracks grew more distinct. We hurried along, and after an eternity, the tracks looked still as new and fresh as before – but what surprised us was that the *number* of travellers in advance of us seemed to steadily increase. We wondered how so large a party came to be traveling at such a time and in such a solitude. Somebody suggested that it must be a company of soldiers from the fort, and so we accepted that solution and jogged along a little faster still, for they could not be far off now. But the tracks still multiplied, and we began to think the platoon of soldiers was miraculously expanding into a regiment – Ballou said they had already increased to five hundred!

Presently he stopped his horse and said: 'Boys, these are our own tracks, and we've actually been circling round and round in a circle for more than two hours, out here in this blind desert!'

¹'Lost in the Snow' by Mark Twain (1872) is in the public domain.

Comprehension questions

1. What does the writer mean by, '... his instinct was as sensitive as any compass'?

2. Was Ollendorff confident about the route? How can you tell?
3. Why did the men start following the trail of footsteps?
4. Had the men actually been getting closer to their destination? Where had they been walking all this time?

Activity 2

Identify whether each of the following phrases is an example of metaphor, simile, hyperbole or personification in the context it is used.

1. '... his instinct was as sensitive as any compass ...'
2. '... he could draw a straight line from there to our destination ten miles away, and never diverge from it ...'
3. '... his instinct would assail him like an outraged conscience'
4. '... and after an eternity ...'
5. '... here in this blind desert!'

Activity 3

Identify the unlike nouns that are being compared, and identify whether the sentence is an example of metaphor or simile. Then explain its meaning in your own words.

1. The path of forgiveness is more challenging than the path of anger.
2. Your messy room looks like a disaster zone.
3. The little boy stuck to his mother as a lizard would to the wall.
4. She read many books as she enjoyed the taste of knowledge.
5. Ramatu arrived at the party with an army of children – three boys and four girls.

Lesson Title: Descriptive Essay	Theme: Reading
Practice Activity: PHL4-L021	Class: SSS 4



Learning Outcomes

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

1. Identify the features of a descriptive essay.
2. Read a text with fluency.
3. Summarise a text in your own words.
4. Infer meaning from a text.
5. Substitute words in a text.
6. 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

Activity 1

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

Kabala – Unique Food, Warm People, Many Cultures

My first experience in a town outside Freetown was when I spent two weeks at Kabala in the northern region of the country. I went there to spend my Easter holiday with my best friend, Demba Marrah. I had waited for this opportunity for a very long time.

I had never been to Kabala before. I had only heard about this town from my friend. He told me that it is the district headquarter town of Koinadugu district and the native land of the Kuranko and Limba people, although many other languages such as Fula, Mandingo and of course Krio are spoken there. Although the **inhabitants** of this region speak different languages, they have similarities in their way of dressing as well as the type of food they eat. The majority of the people in Kabala are farmers. They grow rice mainly, which is their staple food. Apart from rice, they also grow millet, sorghum and vegetables.

Within the first few days of my visit, my friend took me for a walk around the main town. We visited some important places such as the town hall, the hospital and a renowned secondary school of the town. One thing that fascinated me most was the warm welcome I got from people who met me for the first time. Immediately, Demba introduced me to members of his family;

they presented me with a kola nut and a cup of water. This is an important part of their custom, which I admired a lot. When I asked Demba the meaning of this gesture, he told me that it was the way to welcome strangers into their community. He added that he knew that I do not chew kola nut, but he hoped that I would at least drink the water as a sign of appreciation.

Another aspect of their customs which I admired was their marriage ceremonies. These ceremonies are very simple and inexpensive as compared to wedding ceremonies in the city. I did not see a situation where people had to buy expensive wedding dresses or hire vehicles to drive in a convoy. Most of the marriage ceremonies I witnessed in Kabala were characterised by traditional dancing and feasting.

In Kabala, especially among the Kurankos and Limbas, children are expected to kneel when greeting their elders. Even adults always bow down to greet people older than them. According to Demba, this is one way in which people show respect for elders.

The inhabitants in this area have a variety of food, which they prepare with fresh fish and bush meat. I also learned something about their eating habits, which differ from ours in the city. They always keep food in large bowls and eat in groups of five or six. When children are eating with elders, they are expected to hold the bowl and are not allowed to eat the meat until the elders have finished eating.

Another thing I found very unique about the people of Kabala is that most of them speak two or more languages. This is partly due to a lot of intermarriages. Because of this, they have an interesting social mix of cultures. Although the majority of the inhabitants are illiterate, there is no problem in communicating with them. This is because they all speak Krio, which is the lingua franca in the country.

I really admired their entire way of life, their eating habits and the pleasant and warm reception they give strangers.

Comprehension questions

1. When did the writer go to Kabala?
2. Which languages are spoken in Kabala?
3. What is the main occupation of the people of Kabala?
4. What is the staple food of occupants of Kabala?
5. What does the writer mean by 'sign of appreciation'?
6. How have intermarriages affected the culture of Kabala?

Activity 2

In about 100 words, summarise the culture of Kabala as described in the passage.

Activity 3

Identify the grammatical term for the words in **bold** in the following selections from the passage.

1. 'I had waited for this opportunity **for a very long time**'.
2. 'One thing that fascinated me most was **the warm welcome I got from people** who met me for the first time'.
3. 'The inhabitants in this area have a variety of food, **which they prepare with fresh fish and bush meat**'.
4. 'I also learned something about their eating habits, **which differ from ours in the city**'.
5. '**Although the majority of the inhabitants are illiterate**, there is no problem in communicating with them'.

Lesson Title: Descriptive Writing	Theme: Writing
Practice Activity: PHL4-L022	Class: SSS 4



Learning Outcomes

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

1. Use an outline to plan an essay.
2. Write an essay 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

When sitting the WASSCE English Language examination, you may be asked to write an essay describing something, such as a culture, a place or an experience. These are called descriptive essays.

A **descriptive essay** includes the following features:

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

When writing a descriptive essay, do not forget to follow the rules of a five-paragraph essay. Your composition should contain paragraphs organised logically, with each paragraph containing a topic sentence and supporting sentences.

Practice

Activity 1

Use the outline to finish organising your main ideas and descriptive details for an essay on the topic: 'The culture of my community'.

Descriptive Words:

See	Hear	Taste	Touch	Smell

Details to Include:

- What people wear
- What people eat
- Which languages they speak
- What the customs and traditions are like
- The leaders of the community and administrative style
- The landscape of the area

Activity 2

1. Write your descriptive essay describing your community in approximately 450 words. Do not forget to follow the rules of a five-paragraph essay.
2. Check your essay to see if you have included the following:
 - A suitable title
 - An introductory paragraph summarising what you will describe
 - The main body with at least three paragraphs
 - Topic sentences and supporting sentences/details in each paragraph
 - A smooth or logical order of paragraphs and ideas
 - A closing paragraph
 - Correct spelling and grammar

Lesson Title: Writing Skills Development: Summarising	Theme: Writing
Practice Activity: PHL4-L023	Class: SSS 4



Learning Outcomes

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

1. Understand how summaries are scored on the WASSCE English Language examination.
2. Identify the features of a good summary.
3. Summarise a text clearly and concisely.

Overview

The WASSCE English Language examination is divided into three papers, which are further divided into different sections.

- Paper 2C is 40 minutes and requires pupils to read and summarise a passage.
- This section tests pupils' ability to extract the most important information from a text and put it into their own words.

Here is an example of an excerpt from a text and summary questions on it:

My mother has been a teacher for over 18 years. She knew she wanted to be a teacher since she was in JSS. She loved the idea of providing new information to pupils every day. After secondary school, she obtained her bachelor's degree in education. This is when she realised how much she enjoyed spending time with children and her resolve to teach children increased further. Once she became a teacher, she realised that it was a good decision for her. She was proud of the fact that she was shaping so many lives. She also started learning new things from her pupils.

1. In two sentences, one for each, summarise the two reasons why the writer's mother wanted to become a teacher.
Answer:
 - a. She loved the idea of providing new information to pupils.
 - b. She enjoyed spending time with children.
2. In two sentences, one for each, summarise the two things that the writer's mother liked about being a teacher.
Answer:
 - a. She liked that she was shaping many lives.
 - b. She enjoyed the fact that she was learning new things.

Practice Activity 1

Read the excerpt from the text and answer the summary question on it.

Grass: A Multipurpose Plant¹

Unlike many other plants, grass grows not at the tip, but in growth areas above the nodes. New shoots might start from stems growing horizontally on or under the ground. So, when the lawnmower or the cow cuts away the tip, grass keeps growing, whereas other plants may stop growing. Furthermore, with most types of grass, if the stem is bent over by the end or trodden underfoot, it can raise itself erect by growing faster on the side facing the ground. For these reasons, grass usually recovers quickly after being damaged, which gives it an edge over other plants in the fight for sunlight.

Grass is not only the most abundant but also the most important flowering plant family on Earth. A botanist once described grass as the foundation of our food. 'Millet, oats, rice, sorghum – these are all grass seeds. If you eat a roll or some kind of bread, that has also been made with flour from grass kernels, wheat, rye or barley. Even the sugar in your tea comes from sugarcane, a type of grass'.

Summary question

In two sentences, one for each, summarise the two ways in which grass can grow.

Activity 2

Read the following text and answer the summary questions on it.

Migration in Cities²

Many cities in the world have become overcrowded because thousands of people migrate to them every day in search of work and better living conditions. This problem is worse in developing countries, where the poor infrastructure in rural areas compels people to move to the cities.

This has many adverse effects on a city. Facilities such as accommodation, schools, hospitals and public transport cannot handle the demands of an ever-increasing population. As a result, house rents soar and markets and streets become congested with trash and traffic. Also, since rubbish disposal becomes more challenging, it piles up everywhere, leading to air pollution.

Many migrants travel to big cities in search of a job. However, since many of them are not qualified or educated enough, they are not gainfully employed. Consequently, they only add to the burden of the city without contributing to it in return. Some may even turn to crime to obtain some money quickly.

How can this deplorable state of affairs be reversed? Since employment is the main reason why people come to cities, more job opportunities should be created outside urban areas. Banks and manufacturing units are examples of businesses that can sustain themselves in rural areas. If rural residents have access to these jobs, they will have fewer reasons to migrate to the city.

Also, something needs to be done about the infrastructure and availability of potable water and electricity in rural areas. Without basic amenities, it is only natural for people to want to go to a place that offers both. Improving this infrastructure in rural areas will not only contribute to controlling migration, but also create a favourable environment for investment.

The mainstay of people in rural areas is farming. To get the youth to engage with rural farming, mechanisation of farming is needed, complete with the latest technology and tools.

Summary questions

1. In four sentences, one for each, summarise the four negative effects of rural to urban migration.
2. In three sentences, one for each, summarise the writer's suggestions to address the problem of migration.

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

² This passage is adapted from WAEC English Language Examination, 2008

Lesson Title: Reading Skills Development: Understanding the Writer – Mood, Tone, Purpose	Theme: Reading
Practice Activity: PHL4-L024	Class: SSS 4



Learning Outcomes

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

1. Demonstrate understanding of how to identify tone, mood and purpose in a text.
2. Identify different ways a writer can use tone, mood and purpose in a text.
3. Identify tone, mood and purpose of a text.
4. Answer questions on a text.

Overview

Tone is the expression and attitude that an author uses in writing.

Examples: sentimental, humorous, serious, formal

The functions of tone in writing are to develop the mood, to show the writer's attitude towards the theme and to engage readers.

Tone can be objective or subjective:

- An **objective** tone is used mostly in formal and essay writing to state impartial and unbiased ideas.
Example: Plants use chlorophyll to make their food.
- A **subjective** tone is used in informal writing and descriptive and narrative essays to express the writer's personal views and opinions.
Example: This artist has evoked some nostalgic memories through his art.

Mood gives the reader a certain feeling when they read the text.

Examples: hopeful, optimistic, depressing

The **purpose** of the author is the message and main idea that the author wants to express to his or her readers.

Purpose may serve different functions:

- To inform the reader about something
- To persuade the reader about something
- To evoke specific feelings and emotions in readers
- To entertain the reader

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Hearts and Hands¹

by O. Henry

At Denver, there was an influx of passengers into the coaches on the eastbound B & M Express. In one coach, there sat a very pretty young woman dressed elegantly and surrounded by all the luxurious comforts of an experienced traveller. Among the newcomers were two young men, one of handsome presence with a bold, frank countenance and manner; the other a ruffled, glum-faced person, heavily built and roughly dressed. The two were handcuffed together.

The two men found a seat opposite the young woman. The young woman's glance fell upon them with a distant, swift disinterest; then with a lovely smile brightening her countenance and a tender pink tingeing her rounded cheeks, she held out a little grey-gloved hand. When she spoke, her voice, full, sweet and deliberate, 'Well, Mr Easton, if you will make me speak first, I suppose I must. Don't you ever recognise old friends when you meet them in the West?'

The younger man roused himself sharply at the sound of her voice, seemed to struggle with a slight embarrassment which he threw off instantly and then clasped her fingers with his left hand. 'It's Miss Fairchild', he said, with a smile. 'I'll ask you to excuse the other hand; it's otherwise engaged just at present'. He slightly raised his right hand, bound at the wrist by the shining 'bracelet' to the left one of his companion. The glad look in the girl's eyes slowly changed to a bewildered horror. The glow faded from her cheeks. Her lips parted in a vague, relaxing distress. Easton, with a little laugh, as if amused, was about to speak again when the other forestalled him. The glum-faced man had been watching the girl's countenance with veiled glances from his keen, shrewd eyes.

'You'll excuse me for speaking, Miss, but, I see you're acquainted with the marshal here. If you'll ask him to speak a word for me when we get to the prison he'll do it, and it'll make things easier for me there. He's taking me to Leavenworth prison. It's seven years for counterfeiting'.

'Oh!' said the girl, with a deep breath and returning colour. 'So that is what you are doing out here? A marshal!' The girl's eyes, fascinated, went back, widening a little, to rest upon the glittering handcuffs. 'Don't you worry about them, Miss', said the other man. 'All marshals handcuff themselves to their prisoners to keep them from getting away. Mr Easton knows his business'.

'Will we see you again soon in Washington?' asked the girl.

'Not soon, I think', said Easton. 'My butterfly days are over, I fear. I must be going now. This man is hungry, and I must take him to the pantry car'.

The two passengers in a seat nearby had heard most of the conversation. Said one of them: 'That marshal's a good sort of chap. Some of these western fellows are all right'.

'Pretty young to hold an office like that, isn't he?' asked the other.

'Young!' exclaimed the first speaker, 'Why – Oh! Didn't you catch on? Say – did you ever know an officer to handcuff a prisoner to his right hand?'

Comprehension questions

1. Explain what Miss Fairchild meant when she said, 'Don't you ever recognise old friends when you meet them in the West?'
2. Why do you think the young man was slightly embarrassed in the third paragraph?
3. Why did the other man speak to Miss Fairchild? What did he say?
4. Why did the two men leave the coach?
5. What did the passenger mean by, 'Why – Oh! Didn't you catch on? Say – did you ever know an officer to handcuff a prisoner to his right hand?'
6. Is there any irony in the passage? Identify it and explain it.

Activity 2

Answer the following questions about the tone, mood and purpose of the passage.

1. Discuss the tone, mood and purpose of this sentence from the passage: '... then with a lovely smile brightening her countenance and a tender pink tingeing her rounded cheeks, she held out a little grey-gloved hand'.
2. Identify the tone of the following sentence: 'I'll ask you to excuse the other hand; it's otherwise engaged just at present'.
3. Explain the purpose of using the words in bold in the following sentence: 'Oh!' said the girl, **with a deep breath and returning colour**. 'So that is what you are doing out here? A marshal!'
4. Why does the story end with a question? How does it affect the mood of the passage?

Activity 3

Replace the words in **bold** in the following sentences with one of the options given, without changing the meaning of the sentence.

1. 'At Denver, there was an **influx** of passengers into the coaches on the eastbound B & M Express'.
a. rush b. crowd

2. 'The young woman's glance fell upon them with a distant, **swift** disinterest'.
a. quick b. complete
3. 'I'll ask you to excuse the other hand; it's otherwise **engaged** just at present'.
a. employed b. occupied
4. 'You'll excuse me for speaking, Miss, but, I see you're **acquainted** with the marshal here'.
a. anxious b. familiar
5. 'The girl's eyes, fascinated, went back, widening a little, to rest upon the **glittering** handcuffs'.
a. shining b. expensive

¹ 'Hearts and Hands' by O. Henry (1902) is in the public domain.

Lesson Title: Narrative Essay	Theme: Reading
Practice Activity: PHL4-L025	Class: SSS 4



Learning Outcomes

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

1. Identify the features of a narrative essay.
2. Read a text with fluency.
3. Summarise a text in own words.
4. Infer meaning from a text.
5. Substitute words in a text.
6. Answer questions on a text.

Overview

A **narrative essay** is used to narrate an event, incident or experience from one's life. The main features of a personal narrative are:

- Is usually written in the first-person point of view
- Is usually told in chronological order, progressing from beginning to end
- Develops plot, setting and characters
- Employs literary devices and figurative language
- Has a main idea, theme, moral or lesson learnt at the end
- Is usually written in the past tense

While reading a narrative essay or text, pay attention to the **features of a plot**, which help us understand the direction in which the story is moving:

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

**Practice
Activity 1**

Read the narrative essay and answer comprehension questions on it.

Had I Known, I Would Not Have Believed Him

The story I am about to recount is unbelievable. Can you imagine if someone in whom you put your whole trust ended up disappointing you? This narrative will serve as a warning to everyone not to get carried away by people who pretend to be honest.

It was a fateful Friday afternoon when I met a young man of my age along Fenton Road in Bo. I was walking along the street, heading home after school. As soon as he saw me, he introduced himself as Henry and said he was from Kenema, a town 42 miles from Bo. He presented himself in such a pleasant manner that I was moved by his courtesy and allowed him to explain himself. He went on to ask me some details about myself, and by way of conversation, I told him I was a student of Christ the King College, one of the popular schools in Bo. I even told him where I lived and gave him my address. After some brief discussion, I told him that I had to leave as I needed to return home early to do my chores. Since I was in hurry, he promised to visit me the following morning. I accepted and both of us went our separate ways. I was happy that I had made a new friend.

The following morning, he came as promised. He met me laundering my school uniforms and he even offered to assist me. Both of us did the washing together. He told me that he was staying with an uncle, but that he was mistreated by his uncle's wife and requested to stay with me until the end of the school year, after which he would return to his parents. I told him that it was a good idea and that I would tell my mother when she got back from the market.

When my mother returned, she met both of us and asked me a few questions about this friend. I explained to her exactly what he had told me, and I even pleaded with my mum to accept him into our home, as we had only five weeks until the end of the school year. My mum finally accepted, and Henry brought his belongings the next day. We lived together for nearly one month, and he was treated like a member of the family. He had access to all the facilities in the house. Sometimes, mum even gave him money to go and buy some groceries from the market.

One day, he said he was not going to school because he was not feeling well. I told him I would have stayed with him, but I had a test that morning. We left him alone in the house. When I returned from school that afternoon, I did not find Henry at home. I thought he was with our friends in the adjacent compound. When I entered the room, I discovered that he had left with all my

valuable things together with those of my mother. I apologised profusely to my mother for my naivety. I have now learnt a lesson for life. I often think to myself, had I known, I would not have believed him.

Comprehension questions

1. Where was the writer going when he met Henry?
2. Where did Henry come from?
3. What reason did Henry give for deciding to leave his uncle's house?
4. Why did Henry pretend to be sick?
5. Why do you think Henry waited for so many weeks before he robbed the house?
6. What lesson did you learn from this passage?

Activity 2

Identify the grammatical name and function for the selections in **bold** taken from the passage.

1. '**The story I am about to recount** is unbelievable'.
2. '**As soon as he saw me**, he introduced himself as Henry and said he was from Kenema, a town 42 miles from Bo'.
3. 'We lived together for nearly one month, and he was treated **like a member of the family**'.
4. '**When I entered the room**, I discovered that he had left with all my valuable things together with those of my mother.

Activity 3

Give one word that could replace each of the following as used in the passage.

1. recount
2. pleasant
3. brief
4. belongings
5. groceries
6. adjacent

Lesson Title: Narrative Essay	Theme: Writing
Practice Activity: PHL4-L026	Class: SSS 4



Learning Outcomes

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

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

Overview

A **narrative essay** is used to narrate an event, incident or experience from one's life. The main features of a personal narrative are:

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

Practice

Activity 1

1. In class, you completed the outline below for the narrative essay: 'Make hay while the sun shines'. Check that you have completed the outline correctly.

Topic (What are you writing about?):

Introduction

- Short background (history or details):

- People (Who is your narrative about?):

- Setting (Where and when does it take place?):

- Attention-getter:

Beginning of Event

- What was the conflict?

- What did the characters do?

- What challenges or surprises happened?

Rising Action

- What did the characters do?

- What challenges or surprises happened?

Climax

- How did the problem come to a head?

- How was the problem addressed?

Resolution

What was the result?

What did you learn? How did the experience affect the writer/reader?

2. Ask yourself the following questions to make sure you have included all the details:
- Have you chosen a specific event or experience to write about?
 - Have you thought of a way to get readers' attention at the beginning?
 - Have you thought about how the event unfolded from beginning, to middle, to end?
 - Have you explained the moral or theme of the essay at the end?

Activity 2

Write your narrative essay of approximately 450 words. Once you have written the essay, check it for the following:

- Is the essay interesting for readers?
- Does the introduction foreshadow/give an insight into what might happen in the narrative?
- Is the order of events logical and do the paragraphs flow smoothly from one idea/event to the next?
- Is there a rising problem and a climax?
- Does the essay have correct spelling and grammar?

Lesson Title: Figurative Language Review: Idioms, Phrasal Verbs, Collocations, Irony	Theme: Reading and Writing
Practice Activity: PHL4-L027	Class: SSS 4



Learning Outcomes

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

1. Review idioms, phrasal verbs, collocations and irony 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 own words.
4. Answer questions on a text.

Overview

Collocations are expressions consisting of two or more words that often go together and sound natural to native speakers of the language. They can be challenging to learn because there is no rule for why certain words sound natural together.

Some examples of collocations are as follows:

- To feel free: To feel comfortable to do something
- To make progress: To improve or advance in something
- To regret the loss of someone: To express sadness about someone's death
- Fast food: Junk food; food sold in shops and outlets
- To make an example: To punish a person as a way of warning other people not to do the same thing.

Phrasal verbs are combinations of words that are used like a verb and consist of a verb and an adverb or preposition.

The following are some examples of phrasal verbs:

Phrasal verb	Meaning	Example
To break down	To stop functioning	The car almost broke down twice on the 100-kilometre drive.
To look after	To take care of someone	The eldest cousin offered to look after the toddlers when the parents were busy.

To put up	To tolerate something or someone	I hate that I have to put up with my friend's boring stories.
To show up	To attend or arrive at an event or place	I am surprised that she showed up for the class even though she is ill.
To deal with	To confront or do something about a difficult person or problem	I will have to deal with the mistakes we have made in the company's finances.

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

The following are some examples of common idioms:

Idiom	Meaning	Example
Pull yourself together	To calm down	After Lizette cried dramatically I told her to pull herself together.
Barking up the wrong tree	Looking in the wrong place or accusing the wrong person	If you think that I have your missing money, you are barking up the wrong tree.
Fish out of water	Being in a place one is not suited for	I felt like a fish out of water when I went to the fancy dress party.
To let sleeping dogs lie	To leave a cause of trouble alone	It's time to stop arguing; let's let sleeping dogs lie.

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

There are three types of irony: situational irony, verbal irony and dramatic irony. Their features are as follows:

- **Situational irony** is when what happens is the opposite of what is expected or appropriate.
Examples:
 - An ambulance gets involved in a traffic accident.
 - A policeman is caught in a case of theft.
- **Verbal irony** is used when someone says one thing but means something else or the complete opposite.
Example: When it is raining, and someone says, 'Oh! Look how the sun shines today!'

- **Dramatic irony** is when the audience of a story, play or movie knows something the characters do not.

Example:

A character of a murder-suspense novel wonders who the suspect is and works with a detective to get to the bottom of the case. But the reader knows that the detective is the murderer. The character does not discover this until the end.

Practice

Activity 1

Read the following sentences and identify the meaning of the figurative language in **bold** from the given options.

1. The mother **left no stone unturned** in ensuring that her child got the best treatment possible for her illness.
 - a. tried all options
 - b. spoke to many doctors
2. I have decided to **put off** moving to the city until next year.
 - a. delay
 - b. cancel
3. Youngsters who have troubled childhoods are more likely to **break the law** when they get older.
 - a. avoid illegal activities
 - b. participate in illegal activities
4. All the shops in the market seem to have **run out of** bananas.
 - a. stopped selling
 - b. have no more
5. The stockbroker decided to **take a chance** and sell his shares.
 - a. take a risk
 - b. use an opportunity well
6. You did not keep your cash carefully and now you have lost it; there is no point in **crying over spilt milk**.
 - a. spending money thoughtlessly
 - b. regretting something that has already been done

Activity 2

Make a sentence with each of the following:

1. To cry wolf (idiom)
2. Fish out of water (idiom)
3. To make progress (collocation)
4. Fast food (collocation)
5. To show up (phrasal verb)
6. To look after (phrasal verb)

Activity 3

Identify whether each of the following paragraphs is an example of verbal, situational or dramatic irony.

1. My new neighbour who lives near my house throws rubbish everywhere – on the street, in the market, at bus stops. Many people have tried to tell him not to do so, but he is stubborn and arrogant and continues littering. Little does he know that there is a group of naughty boys in our neighbourhood who want to teach him a lesson. They collect all the trash he throws in the neighbourhood right behind his house. The man has now started wondering where this foul smell is coming from. Soon enough, he will find out.
2. My new neighbour who lives near my house throws rubbish everywhere – on the street, in the market, at bus stops. Many people have tried to tell him not to do so, but he is stubborn and arrogant and continues littering. When a neighbourhood gathering was held, many wanted to express their annoyance with him. I even heard someone make the following comment: ‘Oh! This man is a fine example of a model citizen!’
3. My new neighbour who lives near my house throws rubbish everywhere – on the street, in the market, at bus stops. Many people have tried to tell him not to do so, but he is stubborn and arrogant and continues littering. One day, I decided to meet his wife and talk to her about it. She told me that he had gone for an environmentalists’ meeting since he was a self-proclaimed environmental activist.

Lesson Title: Grammar Skills Development: Identifying Grammatical Name and Function	Theme: Grammar
Practice Activity: PHL4-L028	Class: SSS 4



Learning Outcomes

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

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

Overview

In the WASSCE, pupils are often asked to identify the **grammatical name and function** of selected phrases or clauses in the comprehension text in Paper 2.

The following is an example of the type of question found on the examination:

Identify the grammatical name and function of the underlined word in the following sentence: Many scientists believe that global warming is the biggest threat of the 21st century.

Answer: 'Many scientists' is a noun phrase. It functions as the subject of the verb 'believe'.

A **phrase** is a group of words that forms part of a sentence and does not make sense on its own; it does not have a finite verb.

Examples of types of phrases are:

- **Noun phrase**
Examples: the beautiful girl; some interesting stories
- **Adjectival phrase**
Examples: weaker and weaker; fresh from the garden
- **Adverbial phrase**
Examples: very regularly; somewhere near here
- **Prepositional phrase**
Examples: in the room; by the river
- **Verb phrase**
Examples: could be seen; might have happened

A **clause** is a part of a sentence that contains the subject and its predicate. Its features are as follows:

- A clause usually has a subject-verb relationship.
- Independent clauses, or main clauses, function as a sentence on their own.

- Dependent clauses, or subordinate clauses, cannot function as a sentence on their own.

Example:

Even though it did not fit my budget, I decided to buy the red dress.

- Independent clause – I decided to buy the red dress
- Dependent clause – Even though it did not fit my budget

The following are different types of dependent/subordinate clauses:

- Noun clause: A dependent clause that functions like a noun. It can be a subject, object or complement.

Examples:

- She did not know **that the phone was not working**. – ‘that the phone was not working’ is the object complement of the verb ‘know’.
- **The men who went to play golf** have not returned yet. – ‘the men who went to play golf’ is the subject of the verb ‘have not returned’.

- Adjectival clause: A clause that functions as an adjective and modifies a noun. Adjectival clauses are also called relative clauses if they start with words such as ‘that’, ‘which’, ‘who’, ‘whose’.

Examples:

- I found the book **that I had been trying to find for a long time**. – ‘that I had been trying to find for a long time’ modifies the noun ‘book’.
- Yoga, **which is an ancient Indian science**, is very beneficial for the mind and body. – ‘which is an ancient Indian science’ modifies the noun ‘yoga’.

- Adverbial clause: A clause that functions as an adverb. It modifies verbs, adjectives and other adverbs.

Example:

- I drink **whenever I am thirsty**. – ‘whenever I am thirsty’ modifies the verb ‘drink’.

Practice

Activity 1

In each of the following sentences, identify the grammatical name and the grammatical function of the words in **bold**.

Example: **The design of this building** is fantastic.

Answer:

Grammatical name – Noun phrase

Grammatical function – It functions as the subject of the verb ‘is’.

1. The prime minister’s house had **many large marble stones**.

2. **A community service project** could be more beneficial than workshops or seminars.
3. The task of crushing stones is as tiring **as it is challenging**.
4. She treated her in-laws **with complete disregard**.
5. My elder sister, **who is a successful barrister**, lives in the United Kingdom.
6. I put the vegetables **that I bought yesterday** in the refrigerator.
7. I saw **the most dreadful accident** happen last week.
8. **Since I will be working late**, I will eat dinner in my office.
9. **People who criticise others** often do not receive criticism well themselves.
10. She came across a man twice her age that looked **tired, miserable and hungry**.

Activity 2

Write one example for each of the following: noun phrase, adjectival phrase, adverbial phrase, adjectival clause, adverbial clause.

Lesson Title: Expository Essay	Theme: Reading
Practice Activity: PHL4-L029	Class: SSS 4



Learning Outcomes

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

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

Overview

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

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

When reading an expository essay, pay attention to how and what the writer has explained, defined or compared.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

The Insurance Business

The business of insurance is as old as the human race. People have always tried to insure their life or property against unforeseen events, such as accident, theft or sickness. In the past and even today, people buy charms which they think will protect them from danger and other forms of misfortune. In some cases, people pay fortune tellers to advise them on when to start a new business or cultivate a piece of land. They do all this as a way of insurance against financial difficulties or other forms of misfortune that are likely to come their way.

The present-day idea of insurance deals with some form of investment for unforeseen contingencies. Insurance has become a huge business which involves millions of Leones. Many people these days are involved in the business of insurance in different ways; they are either agents or insurance brokers or insurance underwriters. In Sierra Leone, just as in many other parts of the world, it is mandatory for everybody who owns a vehicle or a motor bike

to have it insured. It is a traffic offence to drive a vehicle or ride a motor bike that is not insured. Some people even insure their houses. People insure their property so that they can be compensated in the event of an accident such as a fire or a flood. Another popular insurance policy is life insurance. For this form of insurance, medical bills are paid when one falls ill, or a person's relatives are compensated in case of their death.

The basic principle of all forms of insurance remains the same and it is based on the idea that accidents may occur. It involves some amount of risk taking. The insurance company usually goes into some arrangement with people that in the event of accident or theft, the company will pay depending on the type of premium. 'Premium' is the amount of money clients pay regularly to insurance companies. The insurance policy may be either third party or comprehensive coverage. In the case of third party, the policyholder is not fully compensated, whereas in the case of comprehensive coverage, the property is replaced. Of course, insurance companies make a profit because all of their customers' properties will not be stolen or damaged at the same time. Some people will have their properties lost in an accident or otherwise, and when this happens, the policyholder can send in a claim depending on the insurance policy.

The compensation that insurance companies make to their customers does not make these customers rich. The insurance company only pays for the person's loss. For example, somebody who has lost a small and old Nissan Micra car will not be able to buy a new Jeep. In reality, we cannot say that someone who makes a claim is making extra money out of other policyholders. Equally so, the claimant is not making money out of the insurance company. This is because the money paid in the form of compensation would have accumulated from either previous payments or from other people who had paid their premiums.

The safety of insurance does not mean that you should drive recklessly and expect to be compensated. Insurance companies charge based on the kind of risk. You are likely to be charged high premiums when your car is parked outside as compared to someone whose car is parked in a garage. Also, when a person makes frequent claims, his premium will be higher than those who do not make claims. There is the 'no claim bonus' policy, wherein people will have their premiums reduced every year that they do not report any accidents. If they go up to five years without making a claim, their yearly premium is reduced to half. This encourages drivers to be more careful, as they save some money by not reporting accidents frequently.

Comprehension questions

1. What are the two traditional ways of insuring against danger?

2. Why do people usually insure their property?
3. Do you agree that a person who makes a claim is making a profit? Why or why not?
4. What happens when customers do not claim for five consecutive years?
5. What kind of an expository essay is this? Why?
 - How-to/process essay
 - Definition essay
 - Compare and contrast essay

Activity 2

The following are selections from the passage/essay with some parts in **bold**. Identify their grammatical name and function.

1. '**The business of insurance** is as old as the human race'.
2. 'The business of insurance is **as old as the human race**'.
3. 'The insurance company usually goes into some arrangement with people **that in the event of accident or theft, the company will pay depending on the type of premium**'.
4. 'You are likely to be charged high premiums when your car is parked outside **as compared to someone whose car is parked in a garage**'.
5. **If they go up to five years without making a claim**, their yearly premium is reduced to half.

Activity 3

Find synonyms for the following words from the passage.

1. misfortune
2. contingencies
3. recklessly
4. frequent
5. reduced

Lesson Title: Expository Essay	Theme: Writing
Practice Activity: PHL4-L030	Class: SSS 4



Learning Outcomes

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

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

Overview

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

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

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

The following describes different types of expository essays:

- **How-to or process essay**
 - Describes a process and gives instructions on how to achieve a certain goal
Example: How to drive a car
- **Compare and contrast essay**
 - Used to show similarities and differences between two or more things
Example: Men as leaders compared with women as leaders
- **Cause and effect essay**
 - Shows relationship between events or things, where one is the result of the other
Example: Contaminated water and its effect on people's health
- **Definition essay**
 - Used to explain concepts and things that cannot be defined in one line
Example: The stages of a solar eclipse
- **Problem and solution essay**
 - Used to present a problem and then explain all possible solutions.
Example: How to reduce unemployment

Practice Activity 1

1. Use the outline to organise your ideas for a problem and solution expository essay on the topic: 'How to correct pupils' undisciplined behaviour'.

Introduction

Topic: How to correct pupils' undisciplined behaviour

Topic sentence:

Idea #1

Topic sentence:

Supporting details:

Idea #2

Topic sentence:

Supporting details:

Idea #3

Topic sentence:

Supporting details:

Conclusion

- Restate the topic sentence
- Summary of the evidence/supporting information
- Closing

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

Activity 2

1. Use your completed outline to finish writing your expository essay.
2. Read your essay and check that you have included the following:
 - An introductory paragraph with a topic sentence which introduces the main idea
 - At least three paragraphs that explain one main idea each

- Logically organised paragraphs either in order of importance or chronology
- A topic sentence and supporting statements in each paragraph
- Linking expressions that connect ideas and sentences (Examples: Therefore, thus, however, moreover, in addition, because of these factors, as a result)
- A closing paragraph with a summary of the essay and a topic sentence
- No grammatical errors or spelling mistakes

Lesson Title: Listening Skills Development: Summarising and Identifying Main Idea	Theme: Listening
Practice Activity: PHL4-L031	Class: SSS 4



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 own words.
3. Identify the main idea in a listening text.

Overview

Summarising is an important skill. It enables you to take the most important information that you hear and put it into your own words. Summarising tasks tests your ability to understand what you hear and identify the main points. When summarising, you first need to determine the main idea. Ask yourself:

- What is being said about the topic?
- What is the speaker's focus?
- What is the most important information?

Practice

Read the dialogue and complete the activities that follow.

Being a Teacher

Part 1:

Mr Kamara: Thank goodness the term is nearly over! I'm tired of teaching all day and every day without a break.

Mr Bassey: We're lucky to get the holidays, you know. If you hadn't become a teacher, you would have no long breaks from work at all. In other jobs, it is hard to get a leave that is longer than four or five days.

Mr Kamara: Yes, but if I hadn't been a teacher, I'd be rich by now on a big salary, with a large car and a big house. Instead, I now have a small hut and an old bicycle. I would like to get a little luxury too, you know!

Part 2:

Mr Bassey: Uh! Rich! More likely out of work with no money, spending all your time roaming the streets of Freetown. You are privileged and blessed that you have a meaningful job. What would you have done if you hadn't become a teacher?

Mr Kamara: Out of work! Not me. I would have farmed my land and gone into some business – maybe in fabrics or food items. Then I'd have been rich. Look at Jacob. He left school after we took

the WASSCE a decade ago; now with his farm, his shop and his taxis, he's got more money than I can make in a lifetime of teaching.

Mr Bassey: He was just lucky! But look at Manso. He left teaching to start a business, and what happened to him? His taxi was written off in two weeks, and nobody buys anything from his shop anymore because there is nothing in it. He can't even afford a bicycle or new clothes.

Mr Kamara: But Manso's problem is also that he drinks too much. He wasted his money on alcohol.

Mr Bassey: Anyway, I like teaching. You may not be rich, but you've got a job with a fair salary, a roof over your head and security. You know you are doing a useful job and the community respects you. I will remain a teacher. I find immense satisfaction in it.

Mr Kamara: I won't. Not for much longer ...

Mr Bassey: What a waste of all your training and experience if you really left teaching! The country needs teachers more than businessmen, you know. It's our duty to carry on teaching.

Activity 1

Identify whether the following statements are true or false, according to the text.

1. Teachers earn a fair salary.
2. Teachers seldom go on breaks.
3. Teachers become rich after several years of teaching.
4. Teachers make meaningful contributions to society.

Activity 2

In four sentences, one for each, summarise four benefits of being a teacher.

Activity 3

Select the correct answer from the multiple-choice options provided.

1. From the conversation, we learn that:
 - a. Mr Kamara is a rich man.
 - b. Jacob was a teacher for several years.
 - c. Mr Bassey loves being a teacher.
 - d. Manso is a successful businessman.
2. With regard to Mr Kamara quitting teaching, Mr Bassey feels that:
 - a. It will be a waste of all his training and experience.
 - b. It will not ensure his success in business.
 - c. It will help him buy a large car.
 - d. It will allow him to get long holidays.

Lesson Title: Reading Skills Development: Summarising - Identifying Main Idea and Topic Sentences	Theme: Reading
Practice Activity: PHL4-L032	Class: SSS 4



Learning Outcomes(s)

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

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

Overview

Summarising is an important skill. It enables you to read a text and rewrite it in your own words, focusing on the most important information.

When summarising, you need to identify the main idea in a text. To determine the main idea of a text, ask yourself:

- What is being said about the topic?
- What is the author's focus?

Topic sentences help the reader identify the main idea. Each paragraph should have a topic sentence. The topic sentence summarises the main idea of a paragraph.

Skimming is a reading technique that can also help you to summarise a text.

Practice

Activity 1

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

Healers in Africa¹

All over Africa today, **experts** in traditional medicine (often called 'healers' or 'native doctors') still treat people and their methods are often very successful. In most parts of Africa, people traditionally believed that diseases such as malaria and injuries such as broken bones not only had physical causes, like mosquitoes, but that they were the result of spiritual **forces**. The gods might be angry or other people might want to bring harm to them. People believed that many things such as accidents, robberies and lack of children could all be a result of this. Traditional doctors treat and advise people in all these cases.

Traditional healers also help people who are afraid or unhappy. The healer may be able to **discover** causes which the patient does not know about. He may then explain these and advise the patient about his hopes, his fears and

his troubles with his family and other people. In this way, traditional African medicine uses some of the same methods as modern 'western' medicine.

Traditional healers may be men or women. Usually they need a long training period to get all the knowledge that they need. This training may take several years. During this time, they learn from a teacher, often by watching him at work with his patients. The student may also have to learn traditional verses, and about the plants and roots which are used as medicines. When training is completed, the student goes through a special ceremony which shows that he or she is ready to start working as a healer. As a healer he or she may also wear special clothes to show a difference from other people.

In many parts of Africa, both traditional medicine and 'western' medicine exist side by side, and many people use either or both kinds of treatment. Many communities trust and feel more comfortable with traditional healers than doctors. Doctors have known for many years that the study of African traditional medicine can add **valuable** knowledge to 'western' medicine.

Comprehension questions

1. What kind of cases and illnesses do traditional healers treat?
2. Do people who believe in traditional healing also use western medicine?
3. How can one recognise a traditional healer from other people?
4. In three sentences, one for each, summarise the ways in which traditional healers are trained.
5. Which of the following summarise(s) the writer's attitude towards traditional healers? Identify all options which are correct.
 - a. He respects the methods they use.
 - b. He feels their methods are as good as those of modern medicine.
 - c. He loves their methods of healing the sick.
 - d. He believes they are more skilled than modern doctors.

Activity 2

Identify whether the following statements are true or false.

1. Traditional healers are not usually successful.
2. Traditional medicine heals both physical and spiritual cases.
3. Traditional medicine uses some of the same methods as 'western' medicine.
4. Traditional healers only use leaves to make medicine.
5. Traditional healers spend a long time in training.

Activity 3

For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.

1. experts
2. forces
3. discover
4. valuable

¹ Hicks, R., & Woods, P. (1984). 'Healers in Africa' adapted from *English for Teachers*. Harlow: Longman

Lesson Title: Figurative Language Review – Euphemism, Paradox, Connotation, Denotation, Rhetorical Question	Theme: Reading and Writing
Practice Activity: PHL4-L033	Class: SSS 4



Learning Outcomes

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

1. Review euphemism, paradox, connotation, denotation, rhetorical questions 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 own words.
4. Answer questions on a text.

Overview

Euphemisms are an indirect way of saying something harsh, embarrassing or unpleasant in a less negative way. People use euphemisms in order to be polite, to be kind and to improve someone’s public image. They are also used to avoid embarrassing someone or to talk about taboo subjects.

Examples:

- ‘innocent’ instead of ‘naive’
- ‘departed’ instead of ‘dead’
- ‘odour’ instead of ‘stench’

Denotation refers to the literal meaning of a word.

Example: ‘Antique’ denotes something that belongs to the past or is not modern.

Connotation is the idea or feeling a word suggests. It can be positive or negative.

Example: ‘Antique’ connotes a value placed upon something old which is special or treasured.

It is helpful to note that euphemisms are synonyms of words to give them a more positive connotation.

A **paradox** is a statement that appears to be contradictory – the opposite of what is intended – but has an element of truth. Paradox is used to make the reader think about something in a new way or more deeply.

Examples:

- My aged grandmother is the most youthful person I know.

- I feel most lonely in a crowd.

Rhetorical questions are used to make a point. They do not require an answer. They are used to express positive and negative things, sarcasm or to reject suggestions.

Examples:

- You don't even know how to boil an egg, do you?
- You don't really expect me to do your homework for you, do you?
- Why would I want to go to the dance with someone like you?

Practice

Activity 1

Identify what the bold words in **bold** in the following sentences are euphemisms for.

1. Foday is not earning these days. He is **between jobs**.
2. Our **domestic worker** has been with our family for twelve years.
3. I liked the sandwich you made but it was a **little mildly flavoured**.
4. All **senior citizens** will have access to front row seats at the music concert.
5. The angry employer **had a talk with** his lazy employee.

Activity 2

Identify whether the words in **bold** have a positive or negative connotation. Use context clues from the sentence to help you decide your answer.

1. The woman was **questioned** extensively for her role in the money scam.
2. My school is my **refuge** as I have many loving teachers and friends there.
3. The new baby's name has quite a **ring** to it!
4. The report you have sent me is extremely **detailed**. Please shorten it.
5. There is a **stench** coming from the drain.

Activity 3

Write a sentence with paradox using the word pairs given below.

1. old – young
2. experienced – amateur
3. true/truth – false

Activity 4

Identify the rhetorical questions in the dialogue between two friends.

Memuna: Hello Alie! I haven't seen you in such a long time! You did not pick up my phone calls either. Where have you been?

Alie: Yes, it has been two weeks since we last met. I was at my ancestral village near Koidu. Have you heard of it? Actually, my grandmother passed away. You know how busy it gets during such times, don't you?

Memuna: Oh, I am sorry to hear about your grandmother. Isn't it painful to see your parents lose their parents? I hope you are feeling better yourself now.

Alie: I am. Thank you for asking. Isn't it strange how some people we have known forever just leave this world? Anyway, enough of this depressing talk. How is your guitar practice getting along? Have you made any progress?

Memuna: Why don't you come to my house this evening and listen for yourself? Come around 6 p.m. Mother wants to meet you as well.

Lesson Title: Persuasive Essay	Theme: Reading
Practice Activity: PHL4-L034	Class: SSS 4



Learning Outcomes

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

1. Identify the features of a persuasive essay.
2. Read a text with fluency.
3. Summarise a text in own words.
4. Infer meaning from a text.
5. Substitute words in a text.
6. Answer questions on a text.

Overview

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

The main features of a persuasive essay are as follows:

- Uses convincing language and vocabulary
- Includes facts, statistics and examples
- Is written in the first-person point of view
- Makes recommendations or gives solutions

Practice

Activity 1

Read the essay and answer the comprehension questions on it.

There Should be Stricter Punishments for Corrupt Public Officials¹

A recent international survey found that most Sierra Leonans had paid a bribe to government officials in healthcare in 2015, even though healthcare is free in our country. This is just one of the several examples of bribery and corruption that is rampant in Sierra Leone. This is why corrupt officials who take advantage of people, harming not only individuals but also the country's development, deserve strict punishment.

Many public officers are people in power who call the shots and have ties with people in the law and order and justice system. This often makes it harder for the police and the public to accuse and charge a government official. What's more is that public officers usually have the power of the pen – that is, the power to manipulate accounts and change the financial details used in a project. However, making stricter laws that charge both the official and the

police that failed to arrest the official may deter them from engaging in such under-the-table transactions and set an example for other officials.

In spite of existing laws though, officials still brazenly steal money that is meant for the country's development. They use various methods to defraud citizens. Money which is meant for public use and comes out of people's taxes is diverted to private pockets and accounts. There are many cases of projects that have been given financial grants several times and yet do not end up getting completed for years. Then why should the punishment for corruption be any less than that of other crimes? After all, they do end up ruining the lives of thousands of people.

Even armed robbers do not steal as much as public officials do. Yet, they are given far harsher punishments. On the other hand, the ill-gotten wealth of the officials is displayed daily on our streets in the form of lavish parties and posh, luxurious cars, while the common man is still struggling to get water and food. This glaring disparity between the rich and the poor can only be eliminated if public officials are held accountable for where they have spent money and how. After all, they are also only employees working for a certain wage.

For these reasons, it is imperative that the government make stricter laws to put an end to rampant corrupt practices. If laws apply to all individuals equally, then that should be the case regardless of status and appointment. Only bringing such criminals to justice will instil the fear of law in public officials.

Comprehension questions

1. How does corruption harm the country?
2. Why don't many public projects get completed on time?
3. Where does the money for the country's development come from?
4. How is it obvious that public officials are much richer than the common man in Sierra Leone?
5. What argument does the writer use to persuade the reader about the main idea?

Activity 2

For each of the words in **bold**, find another word or phrase which means the same and which can replace it as it is used in the sentence.

1. 'This is just one of the several examples of bribery and corruption that is **rampant** in Sierra Leone'.
2. 'This is why corrupt officials who take advantage of people, harming not only individuals but also the country's development, deserve **strict** punishment'.

3. 'In spite of existing laws, though, officials still **brazenly** steal money that is meant for the country's development'.
4. 'This **glaring** disparity between the rich and the poor ...'
5. '... if public officials are held **accountable** for where they have spent money and how'.

Activity 3

Identify the grammatical name and function of the words in **bold**.

1. 'This is just one of the several examples of bribery and corruption **that is rampant in Sierra Leone**'.
2. 'However, making stricter laws that charge both the official and **the police officer that failed to arrest the official** may deter them from engaging in such under-the-table transactions'.

Activity 4

Identify the rhetorical question in the essay.

¹ This passage is adapted from WAEC English Language Examination, 2013

Lesson Title: Persuasive Essay	Theme: Writing
Practice Activity: PHL4-L035	Class: SSS 4



Learning Outcomes

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

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

Overview

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

The main features of a persuasive essay are as follows:

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

Practice

Activity 1

1. Use the outline below to finish writing the main ideas of your persuasive essay on the topic: 'Should electing pupil committees be compulsory in all schools?'

Introduction

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

Argument #1

- Topic sentence: _____
- Supporting evidence: _____

Argument #2

- Topic sentence: _____
- Supporting evidence: _____

Argument #3

- Topic sentence: _____
- Supporting evidence: _____

Conclusion

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

2. Ask yourself the following questions to make sure your outline is complete:

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

Activity 2

1. Write your persuasive essay on the topic: 'Should electing pupil committees be compulsory in all schools?' Use the standard five-paragraph essay structure and include more body paragraphs if needed.
2. Check that your essay includes the following:
 - An introductory paragraph that states your stance on the topic
 - Two to three separate arguments to support your position on the topic
 - Any or all of the following to support your arguments: quotes, statistics, research studies
 - Persuasive language
 - A closing paragraph that summarises the main arguments
 - Correct spelling and grammar

Lesson Title: Reading Skills Development: WH Questions, Inferential and Literal Questions	Theme: Reading
Practice Activity: PHL4-L036	Class: SSS 4



Learning Outcomes

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

1. Identify when and how the different types of questions are used.
2. Read a text and summarise the main idea and important information.
3. Answer questions on a text.

Overview

A **WH question** is a question in English introduced by a ‘wh–’ word which calls for more information in reply than simply ‘yes’ or ‘no’. Each one is used to get different information. The following are the six most common WH questions:

- Who – To find out about people
- What – To get information about a situation
- When – To find out the timeline
- Where – To get information about the place
- Why – To learn the reasons for something
- How – To find out the way something happened or was done

When reading, we can ask ourselves WH questions in the following ways:

- To improve reading comprehension
- To check for information in a text
- To summarise a text

Questions can be either literal (factual) or inferential.

The following are the features of **factual questions**:

- Factual questions have one literal answer.
- The answers to factual questions are stated directly in the text.
- Factual questions are usually asking about who, where, when or what.

Examples:

- What is your name?
- Where are you from?
- Who said that?
- When does class end?
- However, some questions starting with ‘what’ may not be factual at all, but inferential.

Example: The question ‘What is the point of this?’ is really asking ‘Why are we doing this?’ or ‘Why is this important?’

The following are the features of **inferential questions**:

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

Examples:

- Why did you do that?
- How did you do that?

Note that some questions starting with ‘why’ and ‘how’ may also be factual if the answer is clearly stated in a text.

Practice Activity 1

Read the text and answer the comprehension questions on it.

My First Experience in the City

When Auntie Katumu sent a message to my father inviting me to spend the Christmas holidays with her in Freetown, I was filled with joy. I felt like the luckiest girl in the world. I had always imagined Freetown to be a beautiful city with many modern facilities. This invitation was special since it would give me an opportunity to visit the city for the first time and enjoy it at least for a short period of time. Now was the time for me to find out what I had been missing.

Contrary to my expectations, the journey was one of the most unpleasant experiences I have ever had in my life. We did not arrive in Freetown until 7:30 p.m. even though we began the trip at 10:00 a.m. The vehicle in which we were travelling broke down halfway through the journey and the driver had to send for mechanics to come and fix the vehicle. We spent the whole day waiting for the vehicle to be fixed before we continued our journey. I was so tired and hungry; I had not eaten anything that morning because of my anxiety.

When we finally arrived in Freetown, it was completely dark. I was shocked by the first few things I saw when I exited the vehicle. There were very long queues of unhappy people waiting to board the ‘poda poda’ minibuses and many others trekking home after the day’s work. I also noticed piles of rubbish everywhere, which gave a very unpleasant odour in the vicinity. Vehicles and

motorbikes were moving very slowly because of heavy traffic. I noticed total chaos as opposed to the quiet and peaceful life in the village.

Auntie Katumu and I boarded a taxi which took us to her residence. I expected Auntie to be living in one of those luxurious bungalows I had seen in the newspaper because whenever she visited the village, she gave us the impression that she was a prosperous businesswoman. She seemed so urban and cool. To my surprise and total disappointment, she lived in one of the slums where flooding had displaced several people the previous year.

The entire community was very filthy and there were high mountains of rubbish all over the place. She took me to the nearby 'cookery shop' to have breakfast. We hurriedly ate the fried food and she left me in the house while she went to do her street trading. I realised that although the village was small and lacked some amenities, life was peaceful and somehow easier there. At least we ate fresh food, moved about freely and breathed clean air. With my disappointment in the city, I decided to return to my village even before my holidays had ended.

Comprehension questions

1. Why was the writer excited to visit Freetown?
2. Why did the writer say the journey was an unpleasant one?
3. Give three reasons why the writer preferred life in the village.
4. What is the main idea of the text?
5. Which of the following best defines the type of text this is?
 - a. Descriptive text
 - b. Expository text
 - c. Narrative text
 - d. Persuasive text

Activity 2

In three sentences, one for each, summarise the main reasons the writer did not like the city life.

Activity 3

Write one factual and one inferential question of your own based on the passage.

Activity 4

Identify the grammatical name and function of the words in **bold** from the selections from the passage.

1. '**When Auntie Katumu sent a message to my father inviting me to spend the Christmas holidays with her in Freetown**, I was filled with joy'.
2. 'Now was the time for me to find out **what I had been missing**'.

Lesson Title: Reading Skills Development: Substitution of Words in a Text	Theme: Reading
Practice Activity: PHL4-L037	Class: SSS 4



Learning Outcomes

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

1. Define synonyms and antonyms and demonstrate understanding of their function in a sentence.
2. Identify synonyms and antonyms of selected words.
3. Read a text and substitute vocabulary.

Overview

The WASSCE tests your ability to substitute words in a text. To do so effectively, you must be able to identify synonyms and antonyms of selected words.

Synonyms are words or phrases that have almost, if not exactly, the same meaning. For example, some synonyms of the word 'great' are 'fantastic', 'wonderful', 'magnificent', 'powerful' and 'big'.

When substituting, you must make sure that the new phrase or word does not change the meaning of the sentence.

An example of correct and incorrect substitution is shown below:

- Sentence: I bought **many** flowers.
 - Incorrect substitution: I bought **much** flowers.
 - Correct substitution: I bought **several** flowers.

Antonyms are words or phrases that have opposite meanings. For example, 'bad', 'horrible', 'minor', 'modest' and 'poor' are all antonyms of 'great'. Again, an antonym should fit the context of the sentence.

The following example shows correct and incorrect substitution:

- Sentence: All the teachers agreed that he was a **great** pupil.
 - Incorrect substitution: All the teachers agreed he was a **minor** pupil.
 - Correct substitution: All the teachers agreed he was a **bad** pupil.

Practice Activity 1

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

Insects: Important Creatures¹

Have you always thought that insects are nothing but a nuisance? Would you like the world to be free of these annoying pests? Do you spray them, swat them or step on them at every opportunity? Before declaring war on every bug

that crosses your path, why not try not to learn something about their world? After all, with the population that outnumbers humans about 200 million to 1, you can be sure that insects are here to stay! A brief look at just a few of these amazing creatures might well convince you that insects are fascinating beings.

First, let us consider flying insects. Mosquitos can fly upside down. Some can even fly through the rain without getting wet – yes, they actually dodge the raindrops! Some tropical wasps and bees buzz around speeds of up to 72 kilometres per hour. One monarch butterfly of North America logged 3,010 kilometres on its migration flight. Hoverflies can beat their wings more than a thousand times per second – much faster than hummingbirds. Clearly, insects are accomplished fliers, unmatched by any other winged creature.

The eyes of many insects serve as a compass. Bees and wasps, for instance, can detect the plane of polarised light. This enables them to locate the sun's position in the sky – even when it is hidden by clouds. Thanks to this ability, these insects can forage far from their nests and still navigate their way home accurately.

In the insect world, sounds and aromas are often used to find a mate. Female emperor moths find a suitor by emitting a scent that is so potent that a male can home in on its source from nearly 11 kilometres away. Crickets, grasshoppers and cicadas prefer to make themselves heard. Even we humans can hear the amorous cicada as it converts its whole body into a sounding board. A large group of courting cicadas can make a noise louder than that of a drilling machine!

Insects play a vital role in our daily life. They pollinate about 30 percent of the food that we eat. Insects also keep the Earth clean by way of an efficient recycling system, as they reprocess dead plants and animals. Scientists say that without insects, the Earth would be inundated with dead plant and animal matter. They also enrich the soil by liberating nutrients that make things grow.

Admittedly, some insects eat crops and carry disease. But only one percent of the world's insects are considered pests, and many of these cause damage because of the way man himself has altered the environment. Even with their drawbacks, insects are an integral part of the natural world on which we depend. Scientists have pointed out that while insects can live without us, we cannot survive without them.

¹ This passage is adapted from WAEC English Language Examination, 2007.

Comprehension questions

1. What does the writer mean by 'Before declaring a war on every bug ...'?
What kind of figure of speech is this?
2. Which insects can detect the position of the sun?

3. How does a female emperor moth find a mate?
4. How do insects help humans grow food?
5. Are most insects harmful or destructive?

Activity 2

The following are sentences from the text. Select the option that can replace the words in **bold** without changing the meaning of the sentence.

1. 'Would you like the world to be **free** of these annoying pests?'
a. rid b. liberate
2. '... yes, they actually **dodge** the raindrops!'
a. destroy b. avoid
3. 'Bees and wasps, for instance, can **detect** the plane of polarised light'.
a. notice b. find
4. 'Insects play a **vital** role in our daily life'.
a. interesting b. essential
5. 'Even with their **drawbacks**, insects are an integral part of the natural world on which we depend'.
a. problems b. benefits

Activity 3

The following are sentences from the text. Select the most appropriate and grammatically correct antonym for each word in **bold**.

1. '... you can be **sure** that insects are here to stay!'
a. vague b. uncertain
2. 'In the insect world, sounds and aromas are **often** used to find a mate'.
a. regularly b. never
3. 'Female emperor moths find a suitor by **emitting** a scent that is so potent that a male can home in on its source from nearly 11 kilometres away'.
a. absorbing b. dispersing
4. 'A large group of courting cicadas can make a noise **louder** than that of a drilling machine!'
a. higher b. quieter
5. 'Even with their drawbacks, insects are an **integral** part of the natural world on which we depend'.
a. unnecessary b. common

Lesson Title: Report	Theme: Reading
Practice Activity: PHL4-L038	Class: SSS 4



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. Summarise a text in own words.
4. Infer meaning from a text.
5. Substitute words in a text.
6. Answer questions on a text.

Overview

A **report** is an account of something that one has observed, heard, done or investigated.

The following are the features of a report:

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

Practice

Read the report and answer comprehension questions on it.

Report on the Fight in School

A physical fight broke out recently between two pupils on 18th October in SSS 2 Division A. The two pupils in this case were Amadu and Maliki, who are otherwise good friends. The fight left both boys injured; however, they are regretful of their actions and ask for the forgiveness of the school staff and their class fellows.

According to Musu, who was present when the fight took place, Amadu was finishing his essay during recess while Maliki was playing outside. Amadu seemed stressed as his essay was overdue for submission by three days and the teacher had reprimanded him for not doing his homework on time. Suddenly, a ball flew into the class and hit Amadu on his hand. Amadu was visibly distressed and in a lot of pain as the ball had come at a high speed and hit his wrist bone.

Maliki entered the classroom to retrieve the ball and saw that Amadu had been struck by the ball. Unaware of how badly Amadu had been hurt, Maliki

started laughing at him, calling him timid and weak. When Amadu continued scowling, Maliki teased him further by calling him names. This is when Amadu got up from his chair and threw his math book at Maliki's head. It missed Maliki's head but riled him up.

Amadu and Maliki's fight started with the two throwing objects at each other and then turned into a full-scale brawl. When I entered the classroom to stop them, a crowd had gathered around them. The pupils, instead of putting an end to the violence, started cheering and clapping. I had to call our history teacher, Mr Bayoh, to stop the fight.

Both Amadu and Maliki have sustained injuries on their face, arms, hands and neck. Mr Bayoh scolded the two boys and took them to the school counsellor. The counsellor had a long talk with the boys and called up their parents to talk with them.

The next day, Amadu and Maliki came to school and apologised to all the class fellows for setting a bad example and creating a ruckus in an otherwise friendly environment. The two have been punished and have to help the school janitor clean the classrooms after school for a week.

Submitted by—

Marie Kamara
Head Girl, SSS 2.

Comprehension questions

1. What was the first thing that triggered the fight?
2. Why did the report writer mention that Amadu was stressed?
3. Why do you think Maliki laughed at Amadu when he got hit by the ball?
4. Who stopped the fight?
5. What actions were taken to punish and address the fight?
6. Identify the grammatical name and function of the words in bold: 'The pupils, instead of putting an end to the violence, started **cheering and clapping**'.
7. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
 - a. severely
 - b. apology
 - c. recess
 - d. timid
 - e. ruckus

Lesson Title: Report	Theme: Writing
Practice Activity: PHL4-L039	Class: SSS 4



Learning Outcomes

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

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

Overview

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

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

Practice

Activity 1

1. Use the outline below to plan and develop your report on the topic: 'Our recent school trip to a rice field'.

Topic (What is your report about?): _____

Introduction

Topic Sentence: _____

Actions/Reactions:

1. _____
2. _____

Body Paragraph 1

What happened next: _____

Actions/Reactions:

1. _____
2. _____

Body Paragraph 2

What happened next: _____

Actions/Reactions:

1. _____
2. _____

Body Paragraph 3

What happened next: _____

Actions/Reactions:

1. _____

2. _____

Conclusion

How it ended: _____

Actions/Reactions:

1. _____

2. _____

2. Ask yourself the following questions to make sure that your outline is complete:

- What are the most important events that happened on your trip?
 - Are they all included?
- Are the key events in chronological order?
- Is your topic sentence relevant to all the events you discuss?

Activity 2

1. In 400 to 450 words, write your report on the topic: 'Our recent school trip to a rice field'.

2. Ask yourself the following questions to make sure that you have included all the necessary components of a report:

- Is there an introductory paragraph that summarises the report and gives details such as who, what, when and where?
- Are the events of the report in a logical order, such as chronological order?
- Is there a smooth flow between main ideas and paragraphs?
- Does the report conclude with a closing paragraph?

Lesson Title: Reading Skills Development: Reasoning	Theme: Reading
Practice Activity: PHL4-L040	Class: SSS 4



Learning Outcomes

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

1. Demonstrate understanding of inductive and deductive reasoning.
2. Use reasoning to make assumptions and predictions about a text.
3. Demonstrate understanding of the difference between reading on the lines, reading between the lines and reading beyond the lines.

Overview

Reasoning is the ability to think about things in a logical or sensible way. There are two types of reasoning: deductive and inductive reasoning.

The following are the features of **deductive reasoning**:

- If used correctly, deductive reasoning reaches logical and certain conclusions.
- Deductive reasoning has three parts: a premise, evidence and a conclusion.
- It starts with a premise, or rule, that everyone can accept.
Example: All mammals have lungs.
- The piece of evidence should be an observable fact.
Example: Humans are mammals.
- The conclusion uses both the premise and the evidence together.
Example: All mammals have lungs, and humans are mammals, so humans have lungs.

Inductive reasoning is the opposite of deductive reasoning. Its features include:

- It starts with given facts or observations and uses them to create a rule.
- It is useful for making theories or guesses about things.
Example: Most women in my community were 23 years old when they had their first child. So, all women bear their first child at 23 years of age.
- Inductive reasoning deals with probabilities, not certainties.
- The more relevant facts you can gather, the more likely the conclusion is to be correct.

When we read a text, we can employ different techniques to answer different types of questions. These are the three levels of reading:

- Reading on the lines

- This is literal reading.
- It requires the reader to look for information that is found directly in the text.
- It answers the questions who, what, when and where.
- Reading between the lines
 - This is inferential reading.
 - It requires the reader to use inference and context clues to figure out a meaning that is hidden or not directly stated in the text.
 - It answers inferential questions such as: Why did the character act in a certain way? What does the figurative language mean?
- Reading beyond the lines
 - This is evaluative reading.
 - It requires the reader to connect to universal meaning and asks the question: How does this text relate to my life and the world around me?

Practice

Activity 1

Read the text and answer the comprehension questions on it.

The Car Won't Start

Though I work in the city, my job is flexible and allows me to make frequent trips to my village. I usually take the train to a railway station that is about 50 kilometres away from my remote village. Fortunately, I have an old car which is parked at the station. Every time I leave my village, I park it at the station. When I return, I take it back to my parents' house in the village.

Last week, when I was going back to my village, I found my car in its usual parking spot. Eager to get home and taste my mother's cooking, I put the key in the ignition and started the car. It revved to life. However, when I tried to reverse, the car would only jump a little and not actually move. I tried accelerating forcefully and moved the steering wheel this way and that way, but my car stayed put. Worried, I asked some passersby for help.

'When did you last start it?' they asked.

'A month ago', I said.

'Ah! Then that means the car battery must be dead. One needs to keep turning the engine on regularly to charge the battery'.

'Highly unlikely', I said. 'I replaced my car's old battery with a new one only six months ago'.

'Well, then a wire is probably damaged; that must be the problem', said another.

This time, I had no retort. 'Maybe', I said. 'I'll call a mechanic'. I called up a mechanic who said he would arrive in twenty minutes.

When the mechanic arrived, five or six people had gathered around my car. The mechanic took one look at the car and went into a round of questioning with me.

'When did you last use this car?'

'A month ago'.

'How old is your battery?'

'Six months only!'

'Is the car moving at all? Is the problem only in moving backwards?'

'It moves neither way'.

'When you parked the car, did you leave the handbrake on?'

'Why yes, I did. I did not want my car to go rolling into someone else's!'

'Well, there's your answer! This is the rainy season. If you leave your handbrake on for that long, it jams the rotation of the rear wheel. But do not worry, all I have to do is hammer your wheel into rotation. It will take five minutes!'

'Are you sure?' I asked, not wanting to be relieved too soon.

'Absolutely'.

Sure enough, it took the mechanic all of four minutes to make my rear wheel rotate again. I wished I had known this earlier and I would have taken a stone or borrowed a hammer from the station and done the job myself.

Comprehension questions

1. How does the writer travel from the station to his village whenever he visits?
2. What was the problem with the car?
3. What did the people nearby suggest?
4. What was the one problem that the writer was sure his car did not have?
5. Why did the writer wish he had known about the handbrake problem earlier?

Activity 2

Identify the grammatical name and function of the words and phrases in **bold**.

1. 'Last week, **when I was going back to my village**, I found my car in its usual parking spot'.
2. '**Eager to get home and taste my mother's cooking**, I put the key in the ignition and started the car'.
3. 'I replaced my car's old battery with a new one **only six months ago**'.

Activity 3

Read the following and identify whether they are examples of inductive or deductive reasoning.

1. There is a volcano in Indonesia that has been emitting a lot of ash recently. This means the volcano will erupt soon.
2. I left my aquarium of fish in my sister's care. When I returned, the fish were dead. They had been fed on time and given their daily nutrients, as always. Then my sister remembered that she had forgotten to change the water of the aquarium, something I did every five days. The old dirty water killed the fish.
3. I left my silver earrings out of their box for a week, on my bedroom table. When I returned, all had oxidised and turned a little black, except one pair. I realised that this pair of earrings was not pure silver.
4. Last year, after I ate at this restaurant, I fell sick. I do not want to eat here again as I will fall sick again.
5. Last year, I kept getting diarrhoea even though I was taking care not to eat outside food or junk food. This happened to me every time I travelled for work to a different city. My doctor told me that the cause of this was the dirty water of different cities, which contained bacteria.

Lesson Title: Word Stress and Emphatic Stress Review	Theme: Listening and Speaking
Practice Activity: PHL4-L041	Class: SSS 4



Learning Outcomes

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

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

Overview

Word stress is the stress that we put on a particular syllable in a word. Stress may be defined as the degree of force with which a sound or syllable is said.

We can pronounce words correctly by breaking them 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.

Most words are broken up into **syllables**:

- Syllables are units of pronunciation.
- Each syllable has at least one vowel sound.
- Each syllable may have no consonant sounds or multiple consonant sounds.
- Monosyllabic words have only one syllable.
- Polysyllabic words have many syllables.

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

- Stress the first syllable of most two-syllable nouns, adverbs and adjectives (Examples: **bro**-ther, **slow**-ly, **love**-ly)
- Stress the root or original word of most two-syllable words (Examples: **art**-ist, re-**move**, **drive**-r, be-**come**, **teach**-er, re-**build**)
- Stress the second syllable of most two-syllable verbs (Examples: re-**lease**, es-**cape**, for-**get**, re-**lax**, en-**joy**)
- Stress the second syllable of most two-syllable prepositions (Examples: be-**tween**, a-**round**, a-**bove**, be-**low**)

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

- Stress the third-from-last syllable of:
 - Words ending in ‘-cy’, ‘-ty’, ‘-phy’ or ‘-gy’ (Examples: ma-**jor**-i-ty, pho-**to**-gra-phy)
 - Words ending in ‘-al’ (Examples: **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-**mat**-ic), ‘-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)

Emphatic stress is the stress that we put on particular words in a sentence. These are the words that we emphasise when speaking.

There are two basic types of word in a sentence: **content words** and **structure words**. In a sentence, we typically stress content words and do not stress structure words. We can make exceptions to clarify or correct information.

- Content words include nouns (Example: book), verbs (Example: run), adjectives (Example: exciting), adverbs (Example: slowly) and negative auxiliary verbs (Examples: don’t, aren’t, haven’t, can’t)
- Structure/function words include pronouns (Example: us), prepositions (Example: above), articles (Examples: a, an, the), conjunctions (Example: but) and auxiliary verbs (Examples: be, do, have)

The functions of emphatic stress are as follows:

- The rules for emphatic stress are flexible.
 - Speakers can choose which words to stress depending on the message they want to convey.
- We can use emphatic stress to introduce a new word or new terminology
Example: One of the biggest environmental problems is **global warming**.
- We can use emphatic stress to ask a specific question
Example: How much did you **pay**?
- We can use emphatic stress to highlight the more important words in one’s speech
Example: I am not sure of the solution, are **you**?

Practice

Activity 1

Some words can be either a noun or a verb depending on their use in a sentence. When the stress is on the first syllable, the word is a noun. When the stress is on the second syllable, the word is a verb.

Example: **Re**-cord is a noun because the stress is on the first syllable; re-**cord** is a verb.

Practise reading the following words aloud with the correct stress pattern.

Nouns

- **contrast**
- **desert**
- **export**
- **import**
- **present**
- **increase**
- **produce**
- **rebel**
- **suspect**
- **object**

Verbs

- **contrast**
- **desert**
- **export**
- **import**
- **present**
- **increase**
- **produce**
- **rebel**
- **suspect**
- **object**

Activity 2

Read the following three-syllable words aloud, noting the different stress patterns.

Stress on the 1st syllable

- **wonderful**
- **appetite**
- **happily**
- **suddenly**
- **perfectly**
- **meaningless**
- **nobody**
- **possible**
- **everyone**
- **paradise**

Stress on the 2nd syllable

- **performance**
- **republic**
- **deliberate**
- **detention**
- **symbolic**
- **dramatic**
- **destructive**
- **appalling**
- **precaution**
- **attractive**

Activity 3

Identify the content words in the following sentences.

1. John gave it away because it was old.
2. He was coming to school.
3. I saw him stop them.
4. He had to tell me the fascinating gossip.
5. He decided to give us a report.
6. Mary is a dependable girl.
7. He never walks down the path.
8. He ran, shouting as he went.
9. They wandered aimlessly in the moonlight.
10. They were lighting the lamps in the house.

Activity 4

Read the following statements and select the question for which the given statement is the appropriate answer.

1. The teacher came late in the **morning**.
 - a. Who came late in the morning?
 - b. When did the teacher come late?
 - c. Why did the teacher come late in the morning?
2. **He** was running fast.
 - a. Who was running fast?
 - b. What was he doing?
 - c. How was he running?
3. Aminata gave me great **advice**.
 - a. Who gave you great advice?
 - b. What kind of advice did Aminata give you?
 - c. What did Aminata give you?

Lesson Title: Rhyme and Intonation Review	Theme: Listening and Speaking
Practice Activity: PHL4-L042	Class: SSS 4



Learning Outcomes

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

1. Identify rhyme patterns and correctly pronounce different words that rhyme.
2. Identify rhyming words in a sentence or text.
3. Define intonation and what its purpose is in spoken English.
4. Explain the difference between rising and falling pattern and identify rising and falling pattern in sentences.

Overview

Rhyme is the repetition of the same or similar sounds in two or more words.

Examples:

- Rhyming words: look, book, crook, took
- Rhyme in a sentence: **Look!** The **crook took** my **book**.

Intonation is closely related to word and sentence stress. Intonation is about how we speak or the rhythm of our speech. It is the rise and fall of the voice when speaking. Punctuation marks help guide our intonation.

There are two basic intonation patterns in English: rising intonation and falling intonation.

Falling intonation is the most common intonation pattern in English. It is commonly used in the following types of sentences:

- Statements
Example: I like fried fish.
- Commands
Example: Get out your exercise books and pens.
- WH questions (information questions)
Example: Who is going to the football match this afternoon?
- Confirmatory question tags
Example: The museum is open today, isn't it?
- Exclamations
Example: I was so surprised!

Rising intonation is generally used with questions. It invites the speaker to continue talking. It is commonly used in the following types of sentences:

- Yes/no questions
Example: May I borrow your bicycle?
- Question tags that show uncertainty and require an answer
Example: We have met before, haven't we?

Practice

Activity 1

From the options lettered **a** to **d**, choose the word that rhymes with the word given.

- | | | | | |
|--------------|------------|------------|-----------|--------------|
| 1. worse | a. pass | b. purse | c. parts | d. pause |
| 2. condition | a. vision | b. mission | c. reason | d. reasoning |
| 3. cattle | a. middle | b. bottle | c. rattle | d. fiddle |
| 4. father | a. hoarder | b. murder | c. bother | d. fodder |
| 5. flesh | a. much | b. mesh | c. match | d. mess |
| 6. sane | a. rang | b. range | c. reign | d. wring |
| 7. depict | a. crooked | b. pocket | c. picked | d. midget |
| 8. bloat | a. note | b. nought | c. forgot | d. mocked |
| 9. wreath | a. sloth | b. slate | c. wrote | d. teeth |
| 10. breeds | a. midst | b. beads | c. bread | d. kissed |

Activity 2

Read the text below aloud using the falling intonation. The slash (/) indicates a pause. Note that the slash always appears after either a comma or a full stop.

Paul and Mark ran up the street to their house, / talking and laughing. / They had had an exciting day at school, / and they wanted to tell their mother about it. / They did not notice that the door of their house, / with the old brown paint chipped away by years of use, / was swinging widely open. / They pushed it further open and bounded in. /

'Mama we're back', / they called out cheerfully. /

But there was no answer. /

They suddenly felt the silence of the house, / as if a blanket had been wrapped around them. / They looked at each other without speaking, / and subdued and quiet, / they tip-toed through to the back. / Outside they stopped. / There was no movement anywhere. /

They moved back into the house, / and the silence close around them once again. / In the parlour, / everything was neat and in place. / But there was still no movement, no life. /

And then they saw the note. /

'Your uncle is travelling back to Kenema, / and I am escorting him to the station. / I will be back soon. / Mama.'

Activity 3

Practise reading the following questions aloud with rising intonation.

1. Have you told the police about the accident?
2. John has not run away, has he?
3. Did he ask you to tell me he was going away?
4. Must you always be thinking I will shout at you?
5. Is the book you are reading an interesting one?
6. Did you think you were not going to enjoy it?
7. Did she hope to succeed in the examination?
8. Musa did not say what he was going to do, did he?
9. I want to cook. Has the fire been lit?
10. I don't want to be late; are you coming?

Lesson Title: Debate	Theme: Reading
Practice Activity: PHL4-L043	Class: SSS 4



Learning Outcomes

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

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

Overview

A **debate** is a formal discussion on a topic that is relevant to society, in which opposing arguments are put forward.

A **debate** has the following features:

- States an opinion and presents an argument for or against it
- Gives evidence to support an argument using facts, statistics and examples
- Seeks to convince the audience of a specific point of view
- Uses emotive language and vocabulary, including reasoning and rhetorical questions
- Is written in the first-person point of view
- Demonstrates an understanding of the opposing point of view and seeks to disprove it
- Uses vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen)
- Is usually written to be presented to an audience

Practice

Read the debate and answer the comprehension questions on it.

Life Today is Better than the Life Our Forefathers Lived

Mr Chairman, Panel of Judges, Distinguished Ladies and Gentlemen, Fellow Debaters and Pupils, I say good afternoon to you all. I hereby counter the motion which states that our forefathers lived happier lives than we do today. For a better understanding of the topic, let me briefly explain who our forefathers are. 'Forefathers' refers to our ancestors who lived and died many years ago. The reasons for taking this stance are as follows:

Firstly, we are happier than our forefathers because of improved agricultural practices through mechanisation. During the time of our forefathers, they used crude methods of farming. They relied entirely on manual labour to do farming. It was extremely time consuming and labour intensive to clear a piece of land for cultivating crops. Nowadays it is easy to cultivate acres of land within a short period of time by the use of tractors to plough the land.

Secondly, in the area of health, we are presently enjoying better health facilities brought about by science and technology. Our forefathers relied on traditional medicine which had a lot of disadvantages. The environment where these medicines were prepared was not clean and the medicines were administered without any dosage. Some diseases which are now preventable as a result of immunisation posed very serious health hazards to our forefathers. Children are immunised nowadays against childhood diseases. This was not the case in our forefathers' days, where an outbreak of any epidemic could easily wipe out a whole community.

Thirdly, there has been a marked improvement in transportation nowadays as compared to the time of our ancestors. There have been different means of transportation from one place to another within very short times. Our forefathers used to walk long distances. This was not only exhausting but also time consuming to move from one place to another. Although my co-debater might want to say that there are many accidents today, it is still far better to reach one's destination within a very short period of time. One can cover a distance of two hundred miles in less than four hours using a vehicle. This was impossible for our forefathers. Apart from the movement of people, the transportation of goods from one place to another is also much easier and faster as compared to the past.

Lastly, let me talk about communication technology so that you will clearly see how the present generation is living a happier life than our forefathers. The means of communication during the period of our forefathers was very primitive and time consuming. In those days, our forefathers used to send messengers from one place to another to relay important messages. However urgent a message was, people had to trek in order to relay the message. It was possible that the person might get to the next village only to find out that the person to whom the message was to be relayed had travelled to another village. The message could also be distorted as the person might not relay it exactly as intended. This problem has been solved nowadays with the advent of radio, television, telephone, computer and many other conveniences. People can now watch live matches on television, talk to friends and relatives who are thousands of miles and communicate through social media.

To conclude, I am sure I have been able to convince you that our forefathers did not live happier lives than we do today. Our forefathers lived very crude and primitive lives. Thank you very much for your attention.

Comprehension questions

1. State evidence from the speech which shows that the writer is against the motion.
2. What four arguments does the writer make to show that life is better today?
3. State two disadvantages to the method of farming our forefathers used according to the writer.
4. State two disadvantages of traditional medicine according to the writer.
5. State two disadvantages to the communication our forefathers used according to the writer.
6. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
 - a. entirely
 - b. wipe out
 - c. marked
 - d. distorted

Lesson Title: Debate	Theme: Writing
Practice Activity: PHL4-L044	Class: SSS 4



Learning Outcomes

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

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

Overview

A **speech** is a talk given to an audience to send a specific message.

A **debate** is a formal discussion on a topic that is relevant to society, in which opposing arguments are put forward. Participants in a debate are either 'for' or 'against' a motion.

The features of a **debate** are as follows:

- States an opinion and presents an argument for or against it
- Gives evidence to support an argument using facts, statistics and examples
- Seeks to convince the audience of a specific point of view
- Uses emotive language and vocabulary, including reasoning and rhetorical questions
- Is written in the first-person point of view
- Demonstrates an understanding of the opposing point of view and seeks to disprove it
- Uses vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen)
- Is usually written to be presented to an audience

A debate should include the following components:

- Introduction
 - It should begin with vocatives to greet the audience.
 - It should start with something to engage the audience immediately.
 - It should state the main argument of the speech.
 - It may contain a summary of the main ideas of the speech.
- Body
 - It should contain at least three paragraphs.
 - Every paragraph should make a point with reasons to support it.
 - The body paragraphs may also acknowledge the opponent or co-debater's argument and make a rebuttal.
- Closing statement

- It should summarise the speech.
- It should repeat the argument of the speech.
- It should thank the audience or call them to action, if needed.

When writing a speech, remember to use formal language and to include linking expressions and conjunctions to link your paragraphs together.

Examples:

- **Let me begin by** welcoming all esteemed guests.
- **Firstly**, Mr Fomba is extremely patient with pupils.
- **Moreover**, his methods of discipline are fair and transparent.
- **Clearly**, his successor has big shoes to fill.
- **In sum**, it is clear that ...

Practice

Activity 1

1. Use the following outline to organise your ideas for a speech **against** the motion: 'Schooling in the city is more advantageous than schooling in the village'.

Finish writing your main ideas in your exercise book, if you were not able to complete the outline during class time.

<p>Introduction</p> <ul style="list-style-type: none"> • Vocatives (address the audience) • Thesis statement/point of view
<p>Body – at least three paragraphs</p> <ul style="list-style-type: none"> • Argument 1 <ul style="list-style-type: none"> - Fact or example • Argument 2 <ul style="list-style-type: none"> - Fact or example • Argument 3 <ul style="list-style-type: none"> - Fact or example • Counter-argument <ul style="list-style-type: none"> - Reason the opponent is wrong with examples
<p>Closing statement</p> <ul style="list-style-type: none"> • Summary of main ideas • Restate the point of view
<p>Thank you.</p>

2. Check your outline to make sure you have included the following:
 - Vocatives to greet the audience
 - An attention-grabbing introduction that tells the audience your position

- At least three paragraphs in the body of the speech
- Reasons and evidence to support your arguments in every paragraph
- A counter-argument that shows why the opponent is wrong
- A closing paragraph which summarises your main points
- A 'thank you' to the audience and/or request for them to take a specific action

Activity 2

1. Use the completed outline to write a debate against the motion: 'Schooling in the city is more advantageous than schooling in the village'.
2. Check your speech to make sure you have included the following:
 - Vocatives that address the audience
 - An engaging introduction that states your position
 - Three different paragraphs, each with its own main idea
 - A topic sentence and supporting sentences in each paragraph
 - A counter-argument or rebuttal to the opposing point of view
 - A closing statement/paragraph
 - Clear flow and links between ideas and paragraphs
 - Relevant quotes, anecdotes or facts

Lesson Title: Diphthong Review	Theme: Listening and Speaking
Practice Activity: PHL4-L045	Class: SSS 4



Learning Outcomes

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

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

Overview

Pure vowel sounds, or '**monophthongs**', refer to a single vowel sound in a word. **Diphthongs** are sounds that have two pure vowel sounds combined.

The process of moving from one vowel sound to another is called gliding, so diphthongs are also often referred to as vowel glides.

The following table shows the eight diphthongs in the English language with their phonetic symbols and examples:

Phonetic sound	Example words
/ei/ as in 'cake'	make, paste, name, day, stay, great, train
/ai/ as in 'my'	pride, ride, pie, tie, buy, cry, high, either
/ɔi/ as in 'joy'	boil, voice, boy, join
/iə/ as in 'near'	here, fear, ear, beer, year, steer
/eə/ as in 'pair'	there, chair, air, share, hair
/ʊə/ as in 'cure'	pure, sure, tour, poor
/əʊ/ as in 'row'	soul, grow, toe, coat, boat
/aʊ/ as in 'mouse'	cow, loud, house, louse

Practice

Activity 1

Practise reading the following pairs of words aloud. The first word in each pair contains a monophthong and the second word a diphthong.

1. bead – beard
2. bid – beer
3. her – here
4. corn – coil
5. born – boil
6. lad – loud
7. had – house
8. mask – make
9. past – paste

- 10. pad – pride
- 11. glad – grind
- 12. sue – soul
- 13. boo – bowl
- 14. put – pure
- 15. shoe – sure

Activity 2

Select the word from the three multiple-choice options given that has the same diphthong sound as first word in the row.

- | | | | |
|----------------------------|----------|-------|-------|
| 1. R ound | food | now | come |
| 2. C hoice | chose | oil | from |
| 3. F rown | mood | tow | how |
| 4. e m pl oy | join | son | aunty |
| 5. c l ou d | mountain | paint | do |
| 6. t igh t | thief | bite | trout |
| 7. s poil | joy | sport | loot |
| 8. t ow n | hour | brown | root |
| 9. m oisture | posture | annoy | most |
| 10. w hite | twin | thorn | high |

Activity 3

Read the following sentences and identify the words that contain diphthongs.

1. She saw the cat bite the mouse.
2. This type of fowl is hard to find.
3. The poison from the oyster made him unable to climb the mountain.
4. He couldn't stay on the boat and allow his coat to get wet.
5. I just found out that she has a taste for bright gowns.
6. The employee destroyed his chances by allowing his doubts to get the better of him.

Lesson Title: Triphthong Review	Theme: Listening and Speaking
Practice Activity: PHL4-L046	Class: SSS 4



Learning Outcomes

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

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

Overview

Triphthongs are sounds that have three pure vowel sounds combined in one syllable. They differ from monophthongs, which have a single vowel sound in a word, and diphthongs, which have two pure vowel sounds combined in one syllable.

The process of moving from one vowel sound to another is called *gliding*, so like diphthongs, triphthongs are also often referred to as *vowel glides*.

English has five triphthongs, which are formed by the diphthongs ending in /ɪ/ and /ʊ/ plus the sound /ə/.

The following table shows the five triphthongs in the English language with their phonetic symbols and examples.

Phonetic sound	Examples
/eɪə/	player, slayer
/əʊə/	lower
/aɪə/	hire, fire, tire, buyer
/aʊə/	hour, our, sour, flower, power, tower
/ɔɪə/	employer, royal, loyal

Practice

Activity 1

Practise reading the following pairs of words out loud. The first word in each pair contains a monophthong or a diphthong and the second word a triphthong.

- | | |
|----------------------|--------------------|
| 1. buy/bye – buyer | 8. tie – tire |
| 2. high – higher | 9. ply – plier |
| 3. slay – slayer | 10. law – loyal |
| 4. employ – employer | 11. tow – tower |
| 5. play – player | 12. show – shower |
| 6. low – lower | 13. how – hour |
| 7. flow – flower | 14. powder – power |

Activity 2

Select the word from the three multiple-choice options given that has the same triphthong sound as first word in the row.

- | | | | |
|-------------|----------|--------|-------------|
| 1. inspire | shire | spiral | inspiration |
| 2. coward | cow | toward | flour |
| 3. employer | employed | ploy | loyalty |
| 4. slower | slow | sower | shower |
| 5. player | layer | plain | prepare |

Activity 3

Read the following sentences and identify the words that contain triphthongs.

1. He looked down from the tower onto the people below.
2. The tyres on the car for hire looked ready to explode.
3. The queen and king are royalty.
4. The soothsayer told the beautiful woman's fortune.
5. The Olympic rowers are quite powerful.

Lesson Title: Speech	Theme: Writing
Practice Activity: PHL4-L047	Class: SSS 4



Learning Outcomes

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

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

Overview

A **speech** is a talk given to an audience to send a specific message.

The features of a speech are as follows:

- It uses vocatives to address the audience, which means it calls out to them directly.
Example: Thank you for joining us today, Dear Colleagues!
- It gives information or shares ideas about someone, something, an event or an experience.
- It is given to an audience that the speaker wants to connect with.
- It is written in the first-person point of view, either singular or plural.
Examples:
 - I am here to present to you the new medical plan.
 - We have come here to celebrate the retirement of our dear colleague.
- It often contains rhetorical questions and makes reference to reports, evidence, quotes or analogies.
Example: Who has been more committed to the cause of children's education, I ask you?
- It uses convincing or persuasive language to connect with the audience.
Example: By working together, we can build a greater Sierra Leone for our children and future generations.
- It is used in debates and public events.

A speech should include the following components:

- Introduction
 - It should begin with vocatives to greet the audience.
 - It should start with something to engage the audience immediately.
 - It should state the main argument or controlling idea of the speech.
 - It may contain a summary of the main ideas of the speech.
- Body
 - It should contain at least three paragraphs.

- Every paragraph should make a point with reasons to support it.
- Closing statement
 - It should summarise the speech.
 - It should repeat the argument or the main idea.
 - It should thank the audience or call them to action, if needed.

When writing a speech, remember to use formal language and to include linking expressions and conjunctions to link your paragraphs together.

Examples:

- **First and foremost**, I would like to welcome ...
- **To begin with**, senior secondary school ...
- **In addition**, you will find that ...
- **In conclusion**, we can see that...

Practice

Activity 1

1. Use the following outline to organise your ideas for a speech on the topic: 'A welcome speech to the new SSS 1 class'.

Finish writing your main ideas in your exercise book, if you were not able to complete the outline during class time.

<p>Introduction</p> <ul style="list-style-type: none"> • Vocatives • Attention-grabbing statement, story or rhetorical question • Thesis statement • Explanation of why the audience should listen to you • Summary of main points
<p>Body – at least three paragraphs</p> <ul style="list-style-type: none"> • Point 1 <ul style="list-style-type: none"> - Detail - Detail • Point 2 <ul style="list-style-type: none"> - Detail - Detail • Point 3 <ul style="list-style-type: none"> - Detail - Detail
<p>Closing statement</p> <ul style="list-style-type: none"> • Transition (Example: 'In conclusion ...') • Restatement of thesis • Summary of main points • Thank audience

2. Check your outline to make sure you have included the following:
 - Vocatives to greet the audience
 - An attention-grabbing statement that engages the audience
 - At least three paragraphs in the body of the speech
 - Reasons and evidence to support your main points in every paragraph
 - A closing paragraph which summarises your main points
 - A 'thank you' to the audience and/or request for them to take a specific action

Activity 2

1. Use your completed outline to write a speech on the topic: 'A welcome speech to the new SSS 1 class'.
2. Check your speech to make sure you have included:
 - Vocatives that address the audience
 - An engaging introduction that presents the topic of the speech
 - Three different paragraphs, each with its own main idea
 - A topic sentence and supporting sentences in each paragraph
 - A closing statement/paragraph
 - Clear flow and links between ideas and paragraphs
 - Relevant quotes, anecdotes or details

Lesson Title: Grammar Skills Development: Identifying Grammatical Names and Functions of Clauses	Theme: Grammar
Practice Activity: PHL4-L048	Class: SSS 4



Learning Outcomes

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

1. Understand the way in which grammatical names and functions are tested at WASSCE.
2. Identify the grammatical name of selected clauses in a sentence or text.
3. Identify the grammatical function of selected clauses in a sentence or text.

Overview

A **clause** is a group of related words that contains a subject and a verb.

The features of a clause are as follows:

- A clause is a part of a sentence that contains the subject and its predicate.
- A clause has a noun-verb relationship in it.

A clause is different than a phrase. Clauses have a subject-verb relationship while phrases do not.

The following demonstrates the difference between a clause and a phrase:

Sentence: They were walking along the riverbank.

- Clause: They were walking. (subject – They; verb – were walking)
- Phrase: along the riverbank (adverbial phrase modifying the verb ‘walking’)

There are two main types of clauses: main/independent clause and subordinating/dependent clause.

A **main/independent clause** can be described as follows:

- A main/independent clause can function as a complete thought by itself.
Example: ‘Aminata read a book before she went to bed’.
- ‘Aminata read a book’ is a main clause because it works as an independent sentence.

A **subordinating /dependent clause** functions as follows:

- A subordinating/dependent clause is not a thought in itself.
- It ‘depends’ on the main clause to have a meaning.
- It usually starts with a conjunction, preposition, adjectival phrase or adverbial phrase.
Example: ‘Aminata read a book before she went to bed’.

- 'before she went to bed' is a subordinate clause because it cannot be an independent sentence.
- It sometimes interrupts, or comes in the middle of, a main clause.

Example:

That woman, who is waiting for the bus, is my teacher.

- Main clause: That woman is my teacher.
- Subordinate clause: who is waiting for the bus ('who is waiting for the bus' is a subordinate clause that interrupts the main clause.)

There are three types of subordinate or dependent clauses: noun clause, adjectival/relative clause and adverbial clause.

The following are the features of a **noun clause**:

- This is a dependent clause that functions as a noun.
- It can be a subject, an object or a complement.
- It answers the question 'who' or 'what'.

Examples:

- She did not know **where the party was**. (acts as a noun)
- I can guess **who broke the plate**. (acts as a noun)

The following are the features of an **adjectival/relative clause**:

- This is a clause that functions as an adjective and modifies a noun or pronoun.
- It is also called a relative clause because it is often introduced by relative pronouns such as 'who', 'which', 'whose' and 'that', or relative adverbs like 'where', 'when', 'how' and 'why'.

Examples:

- The shop, **where I buy blouses**, closed down yesterday. (modifies the noun 'shop')
- Magazines **that inform and entertain** are my favourite. (modifies the noun 'magazines')

The following are the features of an **adverbial clause**:

- This is a clause that functions as an adverb.
- It modifies verbs, adjectives and other adverbs.
- It tells when, where, how, why, to what extent, for what reason or under what condition an action takes place.

Examples:

- We need to leave **before the traffic gets worse**. (adverbial clause of time that modifies the verb 'leave')
- My sister found her blouse **where she had left it**. (adverbial clause of place that modifies the verb 'found')

In the WASSCE English Language examination, pupils are often asked to identify the **grammatical name and function** of selected phrases or clauses.

Example:

Identify the grammatical name and function of the underlined clause in the following sentence: The pupils need to know what it takes to pass the examination.

- 'what it takes to pass the examination' is a noun clause. It is a group of words in a sentence that acts as a noun.
- This noun clause functions as the object of the verb 'know'.

Practice

Activity 1

In each of the following sentences, identify the grammatical name and the grammatical function of the clauses in **bold**.

Example: He passed the examination **because he worked hard**.

Answer: Adverbial clause – It modifies the verb 'passed'

1. **How he dealt with the matter** was truly amazing.
2. I do not know **what I will do without you**.
3. **Though it was an exciting match**, we lost.
4. My mother always insisted **that I practise maths every day**.
5. **If she begs me** I will forgive her.
6. She always believes **what people say about her**.
7. **What they will do afterwards** does not seem to bother them.
8. An emergency meeting has been called **to discuss the issue**.
9. **When she entered the building**, she found it very filthy.
10. The man, **whose wife was killed**, is seeking redress.
11. Unfortunately, I have just lost the ring **which my fiancée gave me**.
12. **Because Jane loved her new job**, she worked very hard.
13. My uncle usually leaves for work **before the traffic gets heavy**.
14. **In order to pass your English examination**, you must study hard.
15. **As it was raining heavily**, we could not go to the wedding.

Answer Key

Lesson Title: WASSCE Guidelines and Tips

Practice Activity: PHL4-L001

Activity 1

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

Activity 2

Section A

Content – 10 marks

You are to reply to a friend explaining why you cannot accept the invitation. You are to give at least three reasons why you prefer to stay at home. Your essay must be about 450 words long.

Organisation – 10 marks

You are to write an informal letter with the following features:

1. Your address and the date
2. 'Dear' + friend's first name
3. An introductory paragraph
4. Three or four paragraphs, one for each, explaining your reasons
5. A concluding paragraph
6. The subscript/signing off

Examples:

- Yours sincerely
 - Your friend
7. Your first name

Expression – 20 marks

You must express yourself clearly using appropriate vocabulary. Your aim is to sound convincing so that your friend understands why you would rather be at home.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Section B

1. Two qualities that are examined are the diamond's colour and its purity. (1 mark each)
2. Diamonds are examined to discover their estimated market value and to determine how the diamond is to be cut. (1 mark each)
3. Example synonyms (1 mark each):
 - a. initial
 - b. appraised
4. This figure of speech is a metaphor. (1 mark)

Section C

1. The diamond is used as a gem or jewel. (5 marks)
2. The diamond is used for industrial purposes. (5 marks)

Lesson Title: Parts of Speech Review

Practice Activity: PHL4-L002

Activity 1

1. noun 2. interjection 3. conjunction 4. adjective, adverb 5. adjective 6. conjunction, conjunction 7. noun 8. adjective 9. pronoun, interjection 10. verb

Activity 2

Example answers:

1. plenty
2. makes
3. oh no!
4. despite
5. on, in
6. glass
7. it
8. melodiously
9. toward
10. neatly

Activity 3

1. pronoun
2. adjective
3. pronoun
4. adjective
5. adverb
6. adverb
7. preposition
8. conjunction

Lesson Title: Verb Review

Practice Activity: PHL4-L003

Activity 1

1. present perfect
2. simple present
3. future perfect
4. present perfect continuous
5. future continuous
6. past perfect
7. future perfect
8. present continuous

Activity 2

1. will have studied
2. is performing
3. had eaten
4. has been inspiring
5. were blossoming

Activity 3

1. We will not have studied a new lesson in school at this time tomorrow.
2. The pianist in the orchestra is not performing very well. (present continuous)
3. Yaema and her friends had not eaten their dinner when I reached her house.
4. My coach has not been inspiring me to continue participating in sport in college as well.
5. Last summer, many flowers were not blossoming in our garden.

Activity 4

1. Yes, I **will go** to the market today. / No, I **will not go** to the market today.
2. Yes, Unisa **received some gifts** from her father last year. / No, Unisa **did not receive any gifts** from her father last year.
3. Yes, I **expect to find some new** information in this book. / No, I **do not expect to find any new** information in this book.
4. Yes, the pupil **had a valid reason** for shouting at the other pupil. / No, the pupil **did not have a valid reason** for shouting at the other pupil.

Lesson Title: Verb Review

Practice Activity: PHL4-L004

Activity 1

1. simple past
2. present perfect
3. future continuous
4. present perfect continuous
5. future perfect
6. simple present
7. simple future
8. past perfect

Activity 2

1. Are we going to eat anything for dinner?
2. Was the broker planning to sell his stocks the next day?
3. By the time you arrive, will he have been gardening for an hour?
4. Had the farmer looked after his cow for 15 years when it died?
5. Will the evening end with a magnificent show of fireworks?
6. Were you going to school when I last met you?
7. Has Mr Bayoh has been thinking about his late mother?
8. Will the group have arrived by bus by the time you reach the station?

Activity 3

Example sentences:

1. The policeman followed the suspect everywhere he went.
2. I have found my glasses.
3. I had spoken annually at the national conference for nine years before I was replaced.
4. The child has been running around the garden all evening.
5. Tomorrow, it will be pouring outside.
6. The cat will have been living in our house for six months tomorrow.

Activity 4

Example answers:

1. rises
2. pick
3. returned
4. crying
5. running

Lesson Title: Writing Skills Development: Five-Paragraph Essay

Practice Activity: PHL4-L005

Activity 1

Example outline:

Introduction

Topic sentence: Video games should be banned. An increasing number of research studies show that violent video games are mostly harmful for young children and teenagers.

1st Body Paragraph

Main idea: They expose youth to immoral and unethical values and principles.
Topic sentence: Video games are full of challenges that require one to break laws and hurt others in the game.

2nd Body Paragraph

Main idea: They lead to bad health and stress.
Topic sentence: Several studies done by universities around the world show that children who play violent video games are more likely to have trouble paying attention and developing compassion for others.

3rd Body Paragraph

Main idea: Video games are addictive.
Topic sentence: This is taking away from the healthy lifestyle that a child could have playing outdoors whilst building real relationships with real friends.

Conclusion

Topic sentence (restate the three main ideas): Given how violent video games affect not only children personally, but also society at large, it is imperative that they be banned or severely restricted by schools and families.

Activity 2

Example five-paragraph essay:

The Dangers of Violent Video Games

Whether children should be allowed to play violent video games is a controversial topic in parenting. An increasing number of research studies show that violent video games are mostly harmful for young children and teenagers. The benefits are close to nil when compared with the adverse effects. There are many reasons why they should be banned or strictly monitored.

Violent video games often expose youth to immoral and unethical principles and values that have the potential to ruin their lives. Video games are full of challenges that require one to break laws and hurt others in the game. Continuous practice of such activities makes this behaviour normal. Children end up learning that it is okay to hurt or harm someone to achieve their goals.

Several studies done by universities around the world show that children who play violent video games are more likely to have trouble paying attention and developing compassion for others. One study done in 1998 revealed that children who played violent games had higher heart rates and breathing rates, and showed more aggression after the experiment in a separate test. All these are signs of bad health and stress on the heart. This was not the case with children who only observed or did not play the violent video games.

Another hazard of video games is that they are addictive. Urban children may spend as long as 12 hours per week playing video games. This is taking away from the healthy lifestyle that a child could lead, playing outdoors whilst building real relationships with real friends. In fact, the earlier children are taught to choose outdoor play over video games, the more likely that they will be disciplined and have healthy relationships with their friends and families. Apart from these reasons, parents are also often worried that video games take away the valuable time that children should be spending with family and learning about their culture and community. Instead of improving one's lifestyle and interacting with the community, children only learn the rules of a fake virtual world.

Keeping in mind how violent video games affect not only children personally, but also society at large, it is imperative that they be banned or severely restricted by schools and families. Parents need to find innovative and new ways to keep their children engaged through books, toys and outdoor play.

Lesson Title: Punctuation Review

Practice Activity: PHL4-L006

Activity 1

1. Oh no! The athlete missed breaking the world record by 0.2 seconds!
2. This is a difficult time for Sayida; she recently lost her mother.
3. I have three siblings – two brothers and one sister.
4. Wahid, Marie and Joseph went to the shop to buy paper, pencils and erasers.
5. The blue-green lake looked beautiful in the morning light.
6. My seven-year-old daughter is very innocent; she thinks fairies are real.
7. Finish your homework on time. You need to sleep early today.
8. My grandmother said, 'I will love my grandchildren even after I die'.
9. Have you tried getting up early in the morning?
10. This math problem – we rarely come across such tough ones – needs to be solved by a university professor.

Lesson Title: Informal Letter

Practice Activity: PHL4-L007

Activity 1

1. Yaema is writing to her father to tell him about her first few weeks at her new school.
2. She likes the science laboratories and that they help her to understand science practically.
3. She dislikes that pupils have to fetch their own water.
4. Yaema likes that her school is in a quiet place with little disturbance.

5. She ends the letter requesting that her father pass on her regards to the family and to write about his work.
6. a. This is an adverbial clause.
b. It modifies the verb 'writing'.

Activity 2

Example synonyms:

1. condition
2. recommending
3. committed
4. nervous
5. excited
6. promises

Lesson Title: Informal Letter

Practice Activity: PHL4-L008

Activity 1

Example outline:

18, Independent Street, Freetown.
Date: 12 th October 2017.
Greeting: Dearest Father,
Opening: I hope this letter finds you in good health. I am writing to plead that you let me join Greater Heights Secondary School as I want to improve my academic performance.
Body
Main Idea 1: Greater Heights Secondary School has a better teacher-pupil ratio. I will get more attention from teachers.
Main Idea 2: Greater Heights Secondary School has excellent facilities, such as laboratories and state-of-the-art audio-visual tools for our lessons.
Main Idea 3: Greater Heights Secondary School focuses a lot on revision and reading and writing practice before the WASSCE. These are my weak points in English and I want a chance to be able to improve upon them.
Closing: I hope you and Mother can see why I am so keen to join this new school.
Yours sincerely, Yaema.

Activity 2

Example letter:

18, Independent Street, Freetown.
Date: 12 th October 2017.
Dearest Father,

I hope this letter finds you in good health. I am writing to plead that you let me join Greater Heights Secondary School as I want to improve my academic performance.

Firstly, Greater Heights Secondary School has a better teacher-pupil ratio. I will get more attention from teachers. The school holds teachers to a high standard and they take their work very seriously. The teachers are very helpful and devoted to ensuring that their pupils are successful, both in examinations such as WASSCE and in life. In fact, their pupils have historically received excellent WASSCE scores when compared to other schools.

In addition, Greater Heights Secondary School has excellent facilities, such as laboratories and state-of-the-art audio-visual tools for our lessons. As you are well aware, one of the greatest struggles pupils face at my current school is a lack of resources. The laboratory is collecting dust from years of lack of use and there appears to be little to no effort on the part of the administration to improve the current situation. But I ask you, how can one learn the complexities of chemistry and physics solely from a textbook without the opportunity to apply their knowledge? Furthermore, Greater Heights Secondary School has state-of-the-art audio-visual tools for teachers to use during their lessons. They look beyond Sierra Leone and are actively seeking to replicate best practices found elsewhere.

Last but not least, Greater Heights Secondary School focuses a lot on revision and reading and writing practice before the WASSCE. These are my weak points in English and I want a chance to be able to improve upon them. I shall sit WASSCE at the end of this year and I want to ensure that I make you proud, Father. I know that given the opportunity to study with the excellent teaching staff at Greater Heights Secondary School will enable me to improve upon my weaknesses and make me a better candidate.

I will write to you again soon. I appreciate you taking my request under consideration. Please give my regards to Mother, Grandma, Uncle Femi and others. I hope your work is going well. Do tell me all about it in your next letter.

Yours sincerely,
Yaema.

Lesson Title: Formal Letter

Practice Activity: PHL4-L009

Activity 1

1. No, the riot started as a peaceful protest and meeting.
2. The writer told the pupils to be calm.
3. Hoodlums and undisciplined pupils from neighbouring schools motivated the pupils to become violent.
4. The pupils set fire to the laboratory block, library complex and the vice principal's office. Many staff members were also wounded.
5. The writer is only partly to blame as he is one of the prefects and should have controlled the riots. However, it was probably difficult for him to control so many pupils.

Activity 2

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

Activity 3

1. adjectival clause 2. adverbial clause

Lesson Title: Formal Letter

Practice Activity: PHL4-L010

Activity 2

Example formal letter:

<p>Ansarul Islamic Secondary School, New London, Bo.</p> <p>10th January 2017.</p>	<p>The Minister of Education, New England Ville, Freetown.</p> <p>Dear Sir,</p> <p style="text-align: center;">POOR STATE OF SCHOOLS IN MY AREA</p> <p>I write to express my concern regarding the poor state of schools in my area and its effect on the performance of pupils. I live in the southern region of Bo, which has a large population. There are many schools from pre-primary, primary, secondary and a few tertiary institutions. It is sad to note that conditions in the public schools are so deplorable that this directly affects our general academic performance.</p> <p>Some of the problems faced by these schools include absence of functional libraries, poor state of laboratories and poor infrastructure. There are several other problems, but I consider these to be the most serious problems affecting us in our schools.</p> <p>Firstly, most schools in Bo have no libraries, and because of this, pupils do not have the opportunity to access additional materials apart from the teachers' notes. Since there are no libraries in most of the schools, pupils often roam around the school compound when they have free periods as they do not have a place to sit down and read. In the few schools where there are libraries, pupils complain that these libraries are stocked with outdated textbooks that are no longer relevant for their courses.</p> <p>Secondly, the poor state of laboratories is also a very serious concern for us. While few schools have laboratories, it is sad to note that the laboratories that do exist are poorly equipped with little or no apparatus to conduct experiments. Pupils in the sciences find it extremely difficult as the equipment for experiments is broken while some is completely worn out. Even the laboratories lack most of the modern storage devices, computers, good fans or air conditioners, a spacious environment, cupboards and other things necessary for pupils to use for practical classes. Some of these laboratories have cobwebs all over the place, which suggests that they are not frequently used.</p> <p>Thirdly, most of the schools in my area have very poor infrastructure. Schools lack decent buildings, sitting accommodation and toilet facilities. They have very old and dilapidated buildings and the classrooms lack adequate furniture. Most times,</p>
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pupils either stand or squeeze themselves into the few benches available in the classrooms. In addition, the poor toilet facilities in these schools compel pupils to go into the neighbourhood to answer the call of nature.

Sir, since it is the duty of the government to provide education for its citizens, and the best way to do so is by providing a conducive learning environment, I appeal that your government ensures a healthy learning environment to make the government schools as attractive as privately-owned schools.

I know I speak the mind of every pupil in this part of the country. Thank you for your support and consideration.

Yours faithfully,
Fatmata
Kamara,

Head Girl – Ansarul Islamic Secondary School.

Lesson Title: Vowel Sound Review

Practice Activity: PHL4-L011

Activity 2

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

Lesson Title: Consonant Sounds Review

Practice Activity: PHL4-L012

Activity 3

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

Lesson Title: Creative Writing

Practice Activity: PHL4-L013

Activity 1

1. It means that Omar had sad memories of his country where he had left his wife and children behind.
2. Omar's wife and children were trying to escape when the enemy's vehicles stopped them and did not let them leave.
3. Omar had left his business and wealth behind in his own country and had no new professional connections in Sierra Leone.
4. Omar's idea was to sell books and plastic and paper trash, as well as the cardboard containers they came in.
5. Now, Omar has a business selling packaging material with many employees working for him in an office in Bo.
6. Omar is still not completely happy because he misses his wife and children.

Activity 2

1. adjective clause 2. adverb phrase 3. adjective clause

Activity 3

1. b. 2. a. 3. a. 4. b.

Lesson Title: Creative Writing

Practice Activity: PHL4-L014

Activity 1

Example outline:

Title: Abdul's Kindness Pays Off

Introduction

- Place: Small village
- Time: Five years ago
- Characters: Abdul, his neighbours in Freetown, his family
- Point of view: Third person (he/she), past tense

Rising action

- What happens to the main character? Abdul worked two part-time jobs to pay for his secondary school education.
- How does the character respond? He struggles to find a good job after school as he did not gain admission into any university.
- What obstacle stands in his or her way? He does not have a degree. He does not have any friends or professional relationships in the city.
- How does the character respond to the obstacle(s)? He starts doing people favours such as helping out his neighbours and fixing people's furniture.

Climax

- How does the character face the final (and biggest) obstacle? He applies for a job at a big home-moving company.

Falling Action/Resolution

- What is the outcome of the character facing this obstacle? Thanks to his references from the people he helped, he gets the job.

Lesson Title: Consonant Clusters Review
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Practice Activity: PHL4-L015

Activity 1

Example answers:

- | | |
|-----------------------|---------------------------|
| • cl: clean, class | • sk: skin, skill |
| • fl: flow, flame | • sm: smart, smack |
| • gl: glee, glue | • sn: snail, snare |
| • sl: slack, slim | • sp: sport, splash |
| • br: break, bring | • st: step, stare |
| • cr: crab, crazy | • sw: swallow, sweat |
| • fr: free, friend | • tw: twelve, twine |
| • gr: grape, grass | • str: strong, strawberry |
| • pr: press, prove | • spr: sprite, sprain |
| • tr: trust, tray | • thr: throw, three |
| • sc: scribble, scale | • shr: shroud, shriek |

Activity 2

Example answers:

- | | |
|---------------------|-----------------------|
| • st: fast, just | • ld: cold, old |
| • sk: desk, mask | • lp: gulp, pulp |
| • sp: wasp, lisp | • ts: bits, belts |
| • nd: band, find | • lt: belt, difficult |
| • nt: parent, plant | • lf: shelf, wolf |
| • nk: drink, thank | • pt: except, attempt |
| • mp: damp, jump | • ft: left, lift |
| • rk: dark, pork | • ct: object, project |

Lesson Title: Consonant Clusters Review
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Practice Activity: PHL4-L016

Activity 1

1. **master** – medial position
2. **scapular** – initial position
3. **respect** – medial position; end position
4. **contrite** – medial position
5. **troughs** – initial position; end position
6. **masks** – end position
7. **elf** – end position
8. **fickle** – medial position
9. **straight** – initial position
10. **clients** – initial position; end position

Activity 2

Example answers:

1. **increase** – increment, incredulous
2. **please** – plant, plain
3. **travel** – train, true
4. **sink** – pink, thank
5. **splendid** – split, splash
6. **phrase** – freeze, fry
7. **park** – lurk, mark
8. **bend** – lend, spend
9. **mask** – risk, ask
10. **falter** – halter, alter

Lesson Title: Reading Skills Development: Skimming and Scanning
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Practice Activity: PHL4-L017

Activity 1

1. Scanning – Conteh paid the school fees for children of poor parents.
2. Scanning – He contributed in the construction of a bridge and a market for the community. Secondly, he assisted poor parents in paying tuition for their children. Thirdly, he advocated for microcredit facilities for petty traders.
3. Skimming – He was admired by everyone because he was an eloquent speaker and because he did a lot for the development of people.
4. Skimming – He lost because the armed men stuffed the ballot boxes in favour of Conteh's opponent.
5. Skimming – The election was not free and fair because some of the supporters of Mr Abu Bakarr Conteh were prevented from voting.

Activity 2

Example synonyms:

1. pioneering
2. greatly
3. well-spoken
4. scare
5. fraudulent

Activity 3

1. noun clause
2. adverbial clause
3. adverbial phrase
4. adverbial clause

Lesson Title: Article for Publication in a Newspaper or Magazine

Practice Activity: PHL4-L018

Activity 1

1. It means that educated youngsters could have contributed to the development of the country.
2. Universities increasing their fees by a hundred percent has led to many drop-outs.
3. Tertiary institutions need many renovations and need to equip their facilities, such as libraries and laboratories.
4. First, the government should increase its funding for tertiary education. Second, the government should offer loans to students. Third, the government should prevent tertiary institutions from increasing their fees too much.
5. The failure of many students to get into a university of their choice has led them to take up part-time studies.

Activity 2

1. active voice
2. active voice
3. passive voice
4. passive voice

Activity 3

Example synonyms:

1. access
2. implemented
3. insufficient
4. sanction

Lesson Title: Article for Publication in a Newspaper or Magazine
Practice Activity: PHL4-L019

Activity 1

Example outline:

Title: Vocational Training May Be the Answer to Unemployment Among the Youth
Introductory Paragraph <ul style="list-style-type: none">• Main idea of article: Vocational training can give specific skills to unemployed youth.• Supporting ideas: The job market has become very competitive. Many students also cannot afford university education.
Body of article <ul style="list-style-type: none">• Detail 1: Explain what vocational training is.• Detail 2: Many vocational training institutes were established after the war.• Detail 3: Vocational training provides a chance for unemployed or uneducated youth to be self-employed.• Detail 4: Vocational training is useful to build peaceful communities.• Detail 5: People who cannot afford higher education should consider vocational training.
Closing paragraph <ul style="list-style-type: none">• All students should consider vocational training if they cannot pursue higher education.
Name Designation Address (for national and international publications).

Activity 2

Example article:

Vocational Training May Be the Answer to Unemployment Among the Youth

I want to bring to the attention of youths in this country that vocational training is the only answer to the rising unemployment rate in our country. It is evident that youth unemployment is steadily on the increase as tertiary institutions are producing young graduates every year who find it extremely difficult to find jobs. Most of our youths nowadays admire white collar jobs instead of vocational training. The job market has become so competitive that if you lack the required skills you will find it difficult to find a job. This difficulty can, however, be overcome by choosing vocational training. It is time for our youth to make the right choices in order to have a better future.

You may want to know what vocational training is. Vocational training programmes provide students with specific technical training for work in a particular trade. Vocational training involves the learning of skills wherein machines and other devices are used to produce things or provide services for other people. After the war, a lot of vocational institutes were established with a goal of engaging youths in different forms of vocational skills. Some examples of vocational training include: gara tie dying, soap making, brick laying, welding, auto repair, tailoring, hairdressing, fashion design, bread baking, weaving cloths and so on.

The main advantage of vocational training is that it reduces unemployment because people who cannot find jobs after their training could be easily self-employed. For example, many people nowadays have opened hairdressing saloons or barbing shops and attract customers on a daily basis. Instead of waiting for monthly salaries, many youths nowadays earn steady income every day. You will find that students graduating from universities search for jobs for many years after graduation, unlike graduates from vocational and technical institutions. Some people who have successfully gone through vocational training have even been able to provide employment for others.

When one acquires a meaningful skill or skills, that person will expect a better life in the future. This will even lead them not to engage with gangs, robbery, cultism, drug abuse and other forms of social problems. Thus, by engaging in vocational studies, we will have peaceful communities as the minds of our youths will be engaged in doing things that will allow them to develop themselves.

I would like to advise youngsters who have completed senior secondary school but do not have the requirements for university to go in for vocational training as this will empower them in the future. Choosing vocational training can also be one way in which our young population can contribute meaningfully to the social and economic development of our country. Make a decision today and enrol in a vocational training institution for your wellbeing in the future.

Lesson Title: Figurative Language Review – Simile, Metaphor, Personification, Hyperbole
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Practice Activity: PHL4-L020

Activity 1

1. It means that he had a sense of direction that was as accurate as a compass.
2. Yes, he was confident. He said that he could draw a line to the destination ten miles away.
3. They thought that someone else, a party, had just gone before them on the same path.
4. No, the men had been going around in circles all that time.

Activity 2

1. simile 2. hyperbole 3. personification 4. hyperbole 5. metaphor

Activity 3

1. Metaphor – The **path of forgiveness** is more challenging than the **path of anger**.
2. Simile – Your **messy room** looks like a **disaster zone**.
3. Simile – The **little boy** stuck to his mother as a **lizard** would to the wall.
4. Metaphor – She read many **books** as she enjoyed the **taste of knowledge**.
5. Metaphor – Ramatu arrived at the party with **an army of children – three boys and four girls**.

Lesson Title: Descriptive Essay
Practice Activity: PHL4-L021

Activity 1

1. The writer went to Kabala during the Easter holidays.
2. Fula, Madingo, and Krio are spoken in Kabala.
3. Most people in Kabala are farmers.
4. Rice is the staple food of the people of Kabala.
5. It means 'expression of gratitude'.
6. Intermarriages have led to the people of Kabala speaking many languages.

Activity 2

Example summary:

The people of Kabala speak mostly Fula, Madingo, Krio and many other languages. They are mostly farmers who grow and eat rice, sorghum and vegetables. They also eat meat. They have many cultures and intermarriages but dress similarly. The young people bow down or kneel in front of elder people to show respect. When eating, they share from a bowl. Their marriage ceremonies have traditional dancing and music and are simple.

Activity 3

1. adverbial phrase (of time)
2. noun phrase
3. adjectival clause/relative clause
4. adjectival clause
5. noun clause

Lesson Title: Descriptive Writing
Practice Activity: PHL4-L022

Activity 1

Example outline:

Descriptive Words:

See	Hear	Taste	Touch	Smell
-many homes	-children playing	-kola nuts	-people and handshakes/hugs	-food
-a river	-cars going by	-fish	-texture of clothes	-smell of the air
-rice and grain fields	-the sound of the rivers	-rice	-warm/cold houses and weather	-smell of the forest
-children playing outside	-the prayers in the evenings	-fruits		
-prayer ceremonies				

Details to Include:

- What people wear: women and men's attire
- What people eat: rice, chicken, fish, vegetables
- Which languages they speak: Krio
- What the customs and traditions are like: relatives and neighbours gather; music and dance
- The leaders of the community and administrative style: chieftains, elders, municipal officers
- The landscape of the area: urban, rural, natural, concrete, forest, dry, grassy, beach

Activity 2

See previous lesson, PHL4-L021

Lesson Title: Writing Skills Development: Summarising
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Practice Activity: PHL4-L023

Activity 1

1. a. New shoots grow from stems growing horizontally or underground.
- b. Damaged or bent stems of grass can grow erect.

Activity 2

1. a. It puts a burden on the city's amenities.
- b. It increases air pollution.
- c. It leads to rents rising.
- d. It leads to an increase in crime among the unemployed.
2. a. More job opportunities should be given in rural areas.
- b. Farming should be mechanised to attract the youth.
- c. Infrastructure of rural areas should be improved.

Lesson Title: Reading Skills Development: Understanding the Writer – Mood, Tone, Purpose

Practice Activity: PHL4-L024

Activity 1

1. Miss Fairchild was teasing Mr Easton for not recognising an old friend.
2. The young man was slightly embarrassed because he had failed to recognise Miss Fairchild, and also because he was handcuffed to another man.
3. The other man requested that Miss Fairchild tell Mr Easton to speak kindly of him at the prison.
4. The two men left the coach because the prisoner needed food.
5. The passenger meant that it was strange that an officer should wear handcuffs on his right hand, which he would usually use to carry a weapon.
6. There is situational irony in the passage. Miss Fairchild speaks with Mr Easton very fondly, and thinks he is a marshal. Actually, he is the criminal.

Activity 2

1. The tone is friendly, cheerful and subjective. The mood is cheery and romantic. The purpose is to show the reader that Miss Fairchild was very fond of, or in love with, Mr Easton.
2. The tone of this passage is humorous.
3. The purpose is to give the reader a sense of relief that Mr Easton is a marshal.
4. The story ends with a question to change the mood. Now the reader is suspicious and doubtful of Mr Easton.

Activity 3

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

Lesson Title: Narrative Essay

Practice Activity: PHL4-L025

Activity 1

1. The writer was going home after school.
2. He came from Kenema, a town 42 miles from Bo.
3. Henry decided to leave the house because he said his uncle's wife mistreated him.
4. He pretended to be sick so that he would have an opportunity to steal from the house.
5. He spent some time in the house gaining the family's trust.
6. One should not easily trust a person they do not know very well.

Activity 2

1. This is a noun phrase; it is the subject of the verb 'is'.
2. This is an adverbial clause; it modifies the verb 'introduced'.
3. This is an adverbial phrase; it modifies the verb 'treated'.
4. This is an adverbial clause; it modifies the verb 'discovered'.

Activity 3

Example synonyms:

1. tell
2. amicable
3. short
4. possessions
5. food supplies
6. close by

Lesson Title: Narrative Essay

Practice Activity: PHL4-L026

Activity 1

Topic (What are you writing about?): 'Make hay while the sun shines'.

Introduction

- Short background (history or details): A wealthy girl called Sylvia
- People (Who is your narrative about?): Sylvia, her parents, her teachers
- Setting (Where and when does it take place?): Sylvia's home and her schools
- Attention-getter: 'Sylvia, who could have had a bright future and a luxuriously comfortable life'.

Beginning of Event

- What was the conflict? Sylvia would not concentrate in school. Her parents were wealthy and helpful people.
- What did the characters do? Sylvia's parents sent her to a new boarding school.
- What challenges or surprises happened? She got expelled from the new school.

Rising Action

- What did the characters do? Sylvia would not study and was often truant.
- What challenges or surprises happened? Her parents tried to put her in different schools. She behaved badly and got expelled from all the schools she went to.

Climax

- How did the problem come to a head? Sylvia's parents died suddenly.
- How was the problem addressed? Sylvia was left to fend for herself. She had to sell her property.

Resolution

- What was the result? Sylvia regretted not having paid attention wished she had studied hard in school.
- What did you learn? How did the experience affect the writer/reader? Make good use of an opportunity while it is present.

Activity 2

Example essay:

Make Hay While the Sun Shines

This story is about a young girl called Sylvia. Sylvia, who could have had a bright future and a luxuriously comfortable life. But it was not to be. Let me start from the beginning. We grew up in the same neighbourhood and started our schooling the same year. She came from a very wealthy family. Her father was one of the most prominent diamond dealers in the township. Mostly, relatives from the village came to him with domestic problems and he readily assisted them. He even assisted people in the neighbourhood in paying school fees for their children.

Although Sylvia was sent to school, she did not concentrate on her school work. She was always absent from school, and on the days she did attend school, she did not stay until the end of the school day. One evening, the head teacher went to see her father so that they could discuss the issue and see what could be done in order to encourage his daughter to be more focused. Since she was pampered by her parents, they did not take the head teacher's advice seriously. In fact, at the end of the school year, they withdrew their daughter from the school and sent her to a boarding school.

When she started attending the new school, one would have thought that she would have taken advantage of this opportunity. However, she behaved even worse than before. She was truant most days and did not take her school work seriously. She also joined bad company and started taking drugs. At the end of the year, she failed and was expelled from the school. Since her father was a wealthy man, he made arrangements for her to be enrolled at yet another school. There too, she did the same thing and because of this, her parents got fed up with her. All her brothers and sisters finished university and started working while she became a drop-out.

One day, her parents were travelling and were involved in a road accident that claimed their lives. When she got this news, Sylvia was understandably shocked. Arrangements were made for her parents' funeral, after which she was left to fend for herself. She had no sense of wealth management or discipline.

Over the next few years, she exhausted her resources and started selling some of the property she had inherited. Since she had not made good use of the opportunity given to her earlier, she regretted her actions and wished she had put some seriousness into her academic work. Thus, the saying, 'Make hay while the sun shines', applies to her as she failed to make good use of the many opportunities that her parents had given her.

Lesson Title: Figurative Language Review: Idioms, Phrasal Verbs, Collocations, Irony

Practice Activity: PHL4-L027

Activity 1

1. a. 2. a. 3. b. 4. b. 5. a. 6. b.

Activity 2

Example sentences:

1. If we cry wolf about the older boys who threaten us, no one will come to help us when they actually do harm us.
2. The visitor to London was new to western culture and looked like a fish out of water.
3. Thanks to the career counselling I have been taking, I have made progress on my university applications.
4. Fast food may look appealing and delicious, but it leaves the body starved for more nutrition.
5. Anyone who shows up late for class will not be allowed to enter the classroom.
6. After his parents passed away, Sayyid's grandparents looked after him.

Activity 3

1. dramatic irony 2. verbal irony 3. situational irony

Lesson Title: Grammar Skills Development: Identifying Grammatical Name and Function
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Practice Activity: PHL4-L028

Activity 1

1. Noun phrase – It functions as the object of the verb 'had'.
2. Noun phrase – It functions as the subject of the verb 'could be'.
3. Adverbial clause – It modifies the adjective 'tiring'.
4. Adverbial phrase – It modifies the verb 'treated'.
5. Adjectival clause – It modifies the noun 'sister'.
6. Adjectival clause – It modifies the noun 'vegetables'.
7. Noun phrase – It functions as the object of the verb 'saw'.
8. Adverbial clause – It modifies the verb 'eat'.
9. Noun clause – It is the subject of the verb 'do not receive'.
10. Adjectival phrase – It modifies the noun 'man'.

Activity 2

- Noun phrase – **Our closest friends** moved to Accra.
- Adjectival phrase – I was **happy with my new shoes**.
- Adverbial phrase – We play football **every evening**.
- Adjectival clause – The boy, **who is my classmate**, is very clever.
- Adverbial clause – You can stop doing your homework **when I tell you to**.

Lesson Title: Expository Essay

Practice Activity: PHL4-L029

Activity 1

1. People buy charms which they think will protect them from danger. Sometimes, people pay fortune tellers to advise them on when to start a business or cultivate a piece of land.

2. People insure their property so that they can be compensated in the event of an accident or theft.
3. A person making a claim does not necessarily make a profit as he or she is compensated based on the type of premium and only for the damaged caused.
4. The yearly premium may be reduced up to half for customers who do not claim insurance for five consecutive years.
5. It is a definition essay; it defines and explains what insurance is.

Activity 2

1. This is a noun phrase; it functions as the subject of the verb 'is'.
2. This is an adjectival phrase; it modifies the noun 'the business of insurance'.
3. This is an adjectival clause; it modifies the noun 'arrangement'.
4. This is an adverbial clause; it modifies the verb 'charged'.
5. This is an adverbial clause; it modifies the verb 'is reduced'.

Activity 3

Example synonyms:

1. accident; problem
2. possibilities
3. carelessly
4. regular
5. decreased

Lesson Title: Expository Essay
Practice Activity: PHL4-L030

Activity 1

Example outline:

<p>Introduction</p> <p>Topic: How to correct pupils' undisciplined behaviour</p> <p>Topic sentence: Some pupils act in a rowdy or unproductive manner for which there are many things a teacher and fellow classmates can do.</p>
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<p>Idea #1</p> <p>Topic sentence: A badly-behaved pupil may have hidden fears or problems in his or her personal life. Supporting details: Fellow classmates should talk to the pupil to discuss the cause of his or her behaviour</p>

<p>Idea #2</p> <p>Topic sentence: The pupil may not be able to understand the content taught in class and the teacher should check for this issue. Supporting details: Many pupils are ashamed of their lack of understanding and act out to distract</p>
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<p>Idea #3</p> <p>Topic sentence: Empathy and caring need to be taught in schools. Supporting details: Sometimes, pupils can hurt others physically, emotionally and verbally. Teachers should build a sense</p>

and help them address it more productively.

themselves from their poor academic performance.

of empathy and caring in such pupils.

Conclusion

- Summary: Teachers and fellow classmates can help a pupil with bad behaviour overcome the cause of their disposition.
- Closing: Everybody goes through difficult times in life and giving support to a pupil can help improve their behaviour.

Activity 2

Example essay:

How to Correct Pupil's Undisciplined Behaviour

Some pupils act unruly or in an undisciplined manner in school. This may range from not completing homework on time to physically harming other pupils or destroying school property. Educators and researchers claim that addressing the root cause of a pupil's bad behaviour and providing support through fellow classmates is an effective way to put an end to this behaviour.

Traditionally, teachers have disciplined pupils harshly through corporal punishment or shaming in front of the class. While punishment is important for a pupil to understand the consequences of his or her actions, it does not always address the reason why they act rowdily in the first place. Sometimes, pupils may behave badly because they have personal problems at home or want more attention from their friends. This is where school counsellors, friends and teachers can help and support the pupil by having regular discussions with him or her.

Many pupils who fail to submit homework or pay attention in class are examples of those who may not understand what is being taught. In order to save themselves from this shame and embarrassment, they distract the class or themselves by acting out and disturbing other pupils. Here, fellow pupils should ensure not to encourage such behaviour from a classmate. Also, teachers should find out if the child is having trouble engaging with the content.

A more serious problem, though, is the physical harm that some unruly pupils inflict. They may destroy classroom furniture or hurt another pupil. This is completely unacceptable, but hurting the culprit usually does not help. Instead, a more gradual process of reformation that includes teaching the pupils about empathy and caring for others is more important. This can be combined with strategies to regulate one's anger or enthusiasm and calming techniques such as deep breathing, meditation and understanding one's own frame of mind.

If a teacher must punish a pupil, it ought to be something that does not harm a pupil physically but instead makes them do something productive or useful. Some examples include cleaning the classroom after school or helping a classmate with their homework. Getting to the root cause of bad behaviour may be a long process, but it is the most effective way to help the pupil in the long run.

Lesson Title: Listening Skills Development: Summarising and Identifying Main Idea
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Practice Activity: PHL4-L031

Activity 1

1. True 2. False 3. False 4. True

Activity 2

Four benefits of being a teacher are:

1. There are longer breaks and holidays.
2. There is job security.
3. There is respect from the community.
4. Teachers are doing a useful job serving the community.

Activity 3

1. c. 2. a.

Lesson Title: Reading Skills Development: Summarising - Identifying Main Idea and Topic Sentences
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Practice Activity: PHL4-L032

Activity 1

1. Traditional healers treat physical ailments as well as people's fears and sadness.
2. Yes, many people use both forms of healing in combination.
3. A traditional healer may wear special clothes.
4.
 - a. They observe their teachers.
 - b. They learn verses.
 - c. They learn about plants and roots.
5. a., c.

Activity 2

1. False 2. True 3. True 4. False 5. True

Activity 3

Example synonyms:

1. professionals
2. powers
3. identify
4. important

Lesson Title: Figurative Language Review – Euphemism, Paradox, Connotation, Denotation, Rhetorical Question
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Practice Activity: PHL4-L033

Activity 1

1. unemployed 2. maid 3. bland 4. old people 5. reprimanded

Activity 2

1. negative 2. positive 3. positive 4. negative 5. negative

Activity 3

1. The young man has an old soul.
2. Sometimes the most amateur ideas come from the most experienced of people.
3. It seems to be a politician's job to spread false truths.

Activity 4

Rhetorical questions:

- You know how busy it gets during such times, don't you?
- Isn't it painful to see your parents lose their parents?
- Isn't it strange how some people we have known forever just leave this world?
- Why don't you come to my house this evening and listen for yourself?

Lesson Title: Persuasive Essay

Practice Activity: PHL4-L034

Activity 1

1. Corruption harms the country because it slows down the development of the country.
2. Corrupt public officials steal the money meant for public projects.
3. It comes from the taxes people pay.
4. It is obvious because they often throw lavish parties and have expensive cars.
5. Corrupt public officials need stricter laws to stop them from stealing money because of their power; their corruption hinders the country's development; even petty criminals receive punishments.

Activity 2

Example synonyms:

1. widespread
2. harsh
3. shamelessly
4. obvious
5. responsible

Activity 3

1. This is an adjective/relative clause; it modifies the noun phrase 'bribery and corruption'.
2. This is a noun phrase; it is the object of the verb 'charge'.

Activity 4

Rhetorical question: 'Then why should the punishment for corruption be any less than other crimes?'

Lesson Title: Persuasive Essay

Practice Activity: PHL4-L035

Activity 1

Example outline:

Introduction

- Topic: Elections for pupil committees should be compulsory in all schools

- Audience: School staff and pupils
- Description of the issue: Many schools have prefects and head boys and head girls. Pupils should be allowed to elect them.
- Topic sentence (writer's opinion): Giving pupils this experience will enhance their education.

Argument #1

- Topic sentence: Pupils will learn about the democratic process of elections.
 - Supporting evidence: It will prepare them for when they are adults as they learn how to campaign and select leaders.

Argument #2

- Topic sentence: It will make pupils feel responsible for their own education and development.
 - Supporting evidence: They will select leaders based on those who can best serve their interests.

Argument #3

- Topic sentence: It will teach pupils the values of being just and fair.
 - Supporting evidence: Elections at the national level often involve violence. This will teach pupils to be just and fair in their selection.

Conclusion

- Restate writer's opinion/argument: It is important to let pupils choose.
- Summary of the evidence/supporting information in favour of the argument: Pupils who learn about the electoral process are more likely to concern themselves with politics in the future.
- Give recommendations: Help pupils vote at the class level in JSS.

Activity 2

Example essay:

Elections for Pupil Committees Should be Compulsory in Schools

At my school, we have prefects to lead the pupils and manage various issues. These prefects were selected by the pupils themselves through a fair electoral process. The experience taught many pupils about how elections work in a democracy and therefore it is a valuable lesson to be learnt in any democratic system.

In our country, members of parliament are chosen through voting. Given that pupils will grow up to be citizens who vote, it is important that they learn how an election works. This is also a way to get pupils more interested in politics. It gives them some experience on how to campaign as candidates as well as an understanding of how to select the best candidate to represent them.

Teachers in my school were also happy to see pupils actively talking about their own education and the school's development with so much enthusiasm. When campaigns begin, pupils start analysing what they need from their candidates and take ownership of their education. Not only does this help them develop independent thinking and analytical skills, but it also makes them more serious and thoughtful of their own progress as a pupil.

Another benefit at the school level is that pupils are more likely to support and cooperate with prefects if they have been chosen by pupils. Prefects also need group work and the approval of fellow pupils to execute projects. Knowing that they have been chosen by their fellows will give them more confidence and a sense of leadership.

Learning how to vote in a just and fair way also serves a larger purpose for our nation. Recently, armed men supporting a candidate barged into a polling centre and put extra votes for their candidate in the ballot box. This is a widespread practice which can be curtailed if citizens themselves understand the importance of being just. When pupils themselves see the result of their voting, they are more likely not to engage in malpractices and stop others from doing so as well. It will also increase the number of registered voters.

Given all these benefits that serve not only the immediate interests of schools but also the nation, voting and elections should be a regular practice in all schools.

Lesson Title: Reading Skills Development: WH Questions, Inferential and Literal Questions
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Practice Activity: PHL4-L036

Activity 1

1. The writer was happy to visit Freetown because she had imagined it to be a beautiful city with modern facilities.
2. The journey was unpleasant because the vehicle broke down and caused the trip to take much longer than expected.
3.
 - a. They ate fresh food in the village.
 - b. They moved about freely in the village
 - c. They breathed clean air in the village.
4. The main idea is that the writer was disappointed by the city life and preferred the village life.
5. This is a narrative text.

Activity 2

1. There was too much traffic.
2. There were piles of rubbish everywhere.
3. There was total chaos.

Activity 3

Factual question – Where did the writer and her aunt go for breakfast?

Inferential question – What does the writer mean when she says that life in the village was ‘somehow easier and more peaceful’?

Activity 4

1. This is an adverbial clause; it modifies the adjectival phrase ‘filled with joy’.
2. This is a noun phrase; it is the object of the verb ‘find out’.

Lesson Title: Reading Skills Development: Substitution of Words in a Text
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Practice Activity: PHL4-L037

Activity 1

1. This is hyperbole. The writer means that before hitting or swatting every bug, one should consider their important role.
2. Bees and wasps can detect the position of the sun.
3. The female emperor moth finds a mate by emitting an aroma that can be detected 11 kilometres away.
4. Insects help by pollinating foods humans eat; they release nutrients in soil needed to grow food.
5. No, only one percent are pests.

Activity 2

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

Activity 3

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

Lesson Title: Report

Practice Activity: PHL4-L038

1. The fight was triggered when Maliki's ball hit Amadu on the wrist.
2. The report mentioned that Amadu was stressed to show why he started fighting so quickly.
3. Maliki laughed because he did not know the extent of Amadu's injury.
4. Mr Bayoh stopped the fight.
5. First, the boys' parents were called. Next, they apologised to everyone in class. Lastly, they were put on cleaning duty at school for a week.
6. This is a verb phrase; it functions as the verb of the subject 'the pupils'.
7. Example synonyms:
 - a. seriously
 - b. confession
 - c. break
 - d. cowardly
 - e. disturbance

Lesson Title: Report

Practice Activity: PHL4-L039

Activity 1

Example outline:

Topic (What is your report about?): Recent school trip to a rice field

Introduction

Topic Sentence: The rice field trip held on 1st November 2017 in the village of Torma Bum was very informative and taught us a lot of farming techniques.

Actions/Reactions:

1. The pupils have requested another such trip to learn more.
2. The pupils now value the effort that goes into growing food.

Body Paragraph 1

What happened next: We reached the farm to find a farmer cutting the rice crop.

Actions/Reactions:

1. She explained how she would dry the crop.
2. She explained where she would store it.

Body Paragraph 2

What happened next: We met the farmer's son who was putting fertilisers and manure in the fields.

Actions/Reactions:

1. He explained that fertilisers and manure are important for a healthy crop.
2. Some pupils helped him put the fertiliser in the soil.

Body Paragraph 3

What happened next: They demonstrated their machinery to thresh the rice and prepare it to be sent to the market.

Actions/Reactions:

1. Pupils helped them by carrying their rice bags from one godown to another.
2. Pupils were shown how to differentiate between good- and bad-quality rice.

Conclusion

How it ended: Many pupils felt overwhelmed by all the hard work that goes into farming.

Actions/Reactions:

1. They requested another visit to the field when the seeds are being planted.

Activity 2

Example report:

Trip to the Rice Field

On Monday, the 12th of November 2017, 35 pupils of SSS 4 Division A visited a rice field to learn how the crop is grown and harvested. The field lay in Torma Bum village, 18 kilometres away from the school. The pupils left school on a bus at 9:00 a.m. and reached the farm at 9:45 a.m. By the end of the day, pupils wanted to spend more time at the field and requested another visit soon.

When the pupils got off the bus, they were greeted by the farm owner, Mrs Sesay, who was cutting the ripe rice crop. She explained how she knew whether the rice was ripe from its colour and texture. Some pupils offered to help her cut the crop. After that, she showed the class how she dries the crop in a place with very little moisture. She explained that this is necessary because rice absorbs moisture very easily. Then, she explained that the dried product which is ready to be sent to market is stored in a godown, which is essentially a warehouse.

Back outside in the field, the farmer introduced the pupils to her son, Dauda, who is also a farmer. He explained how fertilisers and manure are applied to the soil to make it more nutrient-rich and conducive to growing rice. He explained that theirs is an organic farm, so they do not use any insecticides or pesticides. The manure they use is made up of cow dung and compost. Again, pupils enthusiastically offered to put manure in the soil. They helped him in this process for half an hour.

Then there was a short refreshment break wherein all the pupils drank some water and ate some fresh fruit from the farm. They asked the farmers about their life and got to know them better.

After the break, Dauda showed everyone the simple machinery they use to thresh the rice grain – separate the edible part from the rest. Dauda explained that technology has enabled the mechanisation of threshing, but that it is not yet available in Sierra Leone. After threshing, he showed how the rice is checked for quality. Then they package the rice in bags and seal them to make them ready to be sold in the market. Once again, SSS 4 pupils volunteered to help Dauda carry the rice sacks from the godown to the market van.

Pupils report that they had a very educational and informative day at the field. They look forward to further experiences that teach them about things outside of school.

Submitted by—
Miatta Sisay
SSS 4 Pupil.

Lesson Title: Reading Skills Development: Reasoning
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Practice Activity: PHL4-L040

Activity 1

1. He travels in a car which he keeps parked at the railway station.
2. The car's engine started but it would not move.
3. The people nearby suggested that something was wrong with the handbrake or the wiring.
4. He knew that there could not be a problem with the battery of his car as it was a new battery.
5. If he had known about the handbrake, he could have resolved the problem himself sooner.

Activity 2

1. This is an adverbial clause; it modifies the verb 'found'.
2. This is an adjectival phrase; it modifies the noun 'I'.
3. This is an adverb phrase of time; it modifies the verb 'replaced'.

Activity 3

1. inductive 2. deductive 3. deductive 4. inductive 5. deductive

Lesson Title: Word Stress and Emphatic Stress Review

Practice Activity: PHL4-L041

Activity 3

1. **John gave** it away because it was **old**.
2. He was **coming** to **school**.
3. I **saw** him **stop** them.
4. He had to **tell** me the **fascinating gossip**.
5. He **decided** to **give** us a **report**.
6. **Mary** is a **dependable girl**.
7. He **never walks** down the **path**.
8. He **ran, shouting** as he **went**.
9. They **wandered aimlessly** in the **moonlight**.
10. They were **lighting** the **lamps** in the **house**.

Activity 4

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

Lesson Title: Rhyme and Intonation Review
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Practice Activity: PHL4-L042

Activity 1

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

Lesson Title: Debate

Practice Activity: PHL4-L043

1. The following statements show that the writer is against the motion:
 - a. 'I hereby **counter** the motion which states that our forefathers lived happier lives than we do today'.
 - b. 'To conclude, I am sure I have been able to convince you that our forefathers **did not** live happier lives than we do today'.
2. The four arguments the writer makes are:
 - a. Improved agricultural practices through the use of machines has made life easier.
 - b. Science and technology has led to the development of better health facilities.
 - c. Transportation has improved so that people and goods can move more easily.
 - d. Developments in communication technology allow people to communicate with one another more easily nowadays.
3. Two disadvantages to the manual farming our forefathers used were:
 - a. It was very labour intensive.
 - b. It was very time consuming.
4. Two disadvantages of traditional medicine according to the writer were:
 - a. Traditional medicines were prepared in environments that were not clean.
 - b. The medicines were administered without any dosage.
5. Two disadvantages of the communication methods our forefathers used according to the writer were:
 - a. Messages could take a long time to reach their destination.
 - b. Messages could become distorted because they were passed indirectly.
6. Example synonyms:
 - a. completely
 - b. destroy
 - c. noticeable
 - d. twisted

Lesson Title: Debate

Practice Activity: PHL4-L044

Activity 1

Example outline – for the motion:

Introduction

<ul style="list-style-type: none"> • Vocatives (address the audience): Principal, Judges, Co-Debaters and Fellow Pupils • Thesis statement/point of view: I am here this afternoon to make a speech in support of the motion: Schooling in the city is more advantageous than schooling in the village.
<p>Body – at least three paragraphs</p> <ul style="list-style-type: none"> • Argument 1: Schools in the city have more qualified teachers than in the village. <ul style="list-style-type: none"> - Fact or example: University-educated teachers prefer to live in the city. • Argument 2: Schools in the city have more amenities. <ul style="list-style-type: none"> - Fact or example: More schools in the city have Internet facilities and even if they do not, Internet cafes are easily accessed in the city. • Argument 3: There is more competition amongst teachers in the city. <ul style="list-style-type: none"> - Fact or example: In the city, there are many teachers who have first degrees and even master’s degrees. • Counter-argument: My opponent does not think competition amongst teachers benefits pupils. <ul style="list-style-type: none"> - Reason the opponent is wrong with examples: Teachers who upgrade their skills and qualifications will have more to teach their pupils.
<p>Closing statement</p> <ul style="list-style-type: none"> • Summary of main ideas: Schools in the city have better teachers and amenities. • Restate the point of view: Schooling in the city provides more advantages than in the village.
<p>Thank you.</p>

Activity 2

Example speech – for the motion:

Schooling in the City is more Advantageous than Schooling in the Village

Mr Chairman, Panel of Judges, Co-Debaters, Fellow Pupils, Distinguished Ladies and Gentlemen, I am here this afternoon to make a speech in support of the motion: ‘Schooling in the city is more advantageous than schooling in the village’. I am sure by the time I finish my presentation, you will all agree with me.

In the first place, schools in the city have more qualified teachers than in the village. As we all know, most teachers prefer to teach in the city rather than go to the village. When we look at city schools, we see that most teachers in the school are university graduates. In contrast, there are still teachers in the villages who are untrained and unqualified. This is one of the reasons why pupils from these schools do not perform well in public examinations.

Another reason why I prefer schooling in the city is that schools in the city are more likely to have basic amenities such as Internet, laboratories, libraries and electricity. I am sure you all know the importance of Internet facilities in education nowadays. Although some schools in the city may not have their own Internet facilities, pupils

can access these facilities at Internet cafes at reasonable costs in the city. This enables pupils to read more about their subject areas rather than simply relying on the notes that the teachers give them. There are also good laboratories, libraries and, of course, electricity, all of which are not as easily accessible in the village. Pupils get the opportunity to conduct experiments in laboratories, which allows pupils in the city to perform better in the sciences. Moreover, there is more reading material in cities, such as recently published textbooks which have the latest information in any subject area. Apart from textbooks, pupils in the city have the opportunity of accessing information from television and radio programmes which are very educational. There are also more newspapers and print media available. These facilities and resources are very difficult to come by in the village.

Finally, there seems to be a healthy competition among teachers in the city that is lacking in the village. Unlike the schools in the village, those in the city always want to upgrade themselves, especially when they see teachers with higher qualifications than they have. In the village, even a teacher with a higher teacher's certificate is greatly admired. This is not the case in the city, as there are many teachers who have first degrees and even master's degrees.

In conclusion, I hope you agree with me that schooling in the city is far better than schooling in the village. I thank you for listening.

Lesson Title: Diphthong Review

Practice Activity: PHL4-L045

Activity 2

1. now 2. oil 3. how 4. join 5. mountain 6. bite 7. joy 8. brown 9. annoy 10. high

Activity 3

1. She saw the cat **bite** the **mouse**.
2. This **type** of **fowl** is hard to **find**.
3. The **poison** from the **oyster** made him unable to **climb** the **mountain**.
4. He couldn't **stay** on the **boat** and **allow** his **coat** to get wet.
5. I just **found out** that she has a **taste** for **bright gowns**.
6. The **employee destroyed** his chances by **allowing** his **doubts** to get the better of him.

Lesson Title: Triphthong Review
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Practice Activity: PHL4-L046

Activity 2

1. shire
2. flour
3. loyalty
4. sower
5. layer

Activity 3

1. He looked down from the **tower** onto the people below.
2. The **tyres** on the car for **hire** looked ready to explode.

3. The queen and king are **royalty**.
4. The **soothsayer** told the beautiful woman's fortune.
5. The Olympic **rowers** are quite **powerful**.

Lesson Title: Speech
Practice Activity: PHL4-L047

Activity 1

Example outline:

<p>Introduction</p> <ul style="list-style-type: none"> • Vocatives: Fellow Pupils, Faculty and our esteemed Principal, thank you for joining us today. • Attention-grabbing statement: What words of wisdom can I share with our new class of SSS 1 pupils? • Thesis statement: Senior secondary school will be some of the best years of your life. • Explanation of why the audience should listen to you: As the senior prefect, I have been an active member of our school community since SSS 1. • Summary of main points: If you work hard and are determined, you will succeed.
<p>Body – at least three paragraphs</p> <ul style="list-style-type: none"> • Point 1: Teachers are here to support you. <ul style="list-style-type: none"> - Detail: Teachers offer extra classes for struggling pupils. - Detail: Teachers are available outside of class to discuss problems and challenges. • Point 2: The school has great extracurricular activities in which you can participate. <ul style="list-style-type: none"> - Detail: The school has a number of clubs and groups that you can join to become more actively involved in school life. - Detail: There are different sports teams, such as football and netball, that you can try out for. • Point 3: Fellow pupils are welcoming. <ul style="list-style-type: none"> - Detail: SSS 3 pupils will help new SSS 1 pupils get oriented to their new classes and teachers. - Detail: There will be a welcome party at the beginning of the term for pupils to get to know one another.
<p>Closing statement</p> <ul style="list-style-type: none"> • Transition (Example: 'In conclusion ...'): In conclusion, I hope you are excited about the year ahead. • Restatement of thesis: As you can see, there is a lot to look forward to in senior secondary school. • Summary of main points: You will find teachers are here to support you, fellow pupils are here to welcome you and there are many extracurricular activities that you can join. • Thank audience: Thank you, Fellow Classmates, and welcome to our new friends in SSS 1!

Activity 2

Example speech:

Fellow Pupils, Faculty and our esteemed Principal, thank you for joining us today. I am here to represent the SSS 3 pupils in welcoming our new SSS 1 class. What words of wisdom can I share with our new class of SSS 1 pupils? Senior secondary school will be some of the best years of your life. As the senior prefect, I have been an active member of our school community since SSS 1 and I can assure you that if you work hard and are determined, you will succeed.

Firstly, the teachers at our school are here to support you. We have some of the most qualified and dedicated teachers in the city. They are always available outside of class to discuss problems and challenges. Just last week, Mr Bangara, our esteemed history teacher, resolved a longstanding dispute between the boys and girls football clubs. Moreover, the teachers offer extra classes for struggling pupils. So if you find the coursework challenging, do not despair – they are here to offer you a helping hand.

In addition, the school has great extra-curricular activities in which you can participate. The school has a number of clubs and groups that you can join to become more actively involved in school life. Many pupils find that joining a club, group or team helps them find new friends when they start SSS. There are also numerous sports teams that one can join. I myself have made some of my best friends playing netball, and they have been a constant source of support to me.

Most importantly, our fellow pupils are truly welcoming. As a school, we pride ourselves on our sense of community. We have an orientation week scheduled whereby SSS 3 pupils will help new SSS 1 pupils get oriented to their new classes and teachers. This will give each of you the opportunity to meet someone in SSS 3 that you can look to for guidance and support. To top it all off, we will hold a welcome party at the beginning of the term for pupils to get to know one another.

In conclusion, I hope you are excited about the year ahead. As you can see, there is a lot to look forward to in senior secondary school. You will find that the teachers are here to support you, fellow pupils are here to welcome you and there are many extracurricular activities that you can join. Thank you, everyone, and let's have a round of applause to welcome our new pupils in SSS 1!

Lesson Title: Grammar Skills Development: Identifying Grammatical Names and Functions of Clauses

Practice Activity: PHL4-L048

1. Noun clause – It functions as the subject of the verb 'was'.
2. Noun clause – It functions as the object of the verb 'do not know'.
3. Adverbial clause (of concession) – It modifies the verb 'lost'.
4. Noun clause – It functions as the object of the verb 'insisted'.
5. Adverbial clause (of condition) – It modifies the verb 'will forgive'.
6. Noun clause – It functions as the object of the verb 'believes'.
7. Noun clause – It functions as the subject of the verb 'does ... seem'.

8. Adverbial clause (of reason) – It modifies the verb 'has been called'.
9. Adverbial clause (of time) – It modifies the verb 'found'.
10. Adjectival clause – It modifies the noun 'man'.
11. Adjectival clause – It modifies the noun 'ring'.
12. Adverbial clause (of reason) – It modifies the verb 'worked'.
13. Adverbial clause (of time) – It modifies the verb 'leaves'.
14. Adverbial clause (of purpose) – It modifies the verb 'must study'.
15. Adverbial clause (of reason) – It modifies the verb 'could not go'.

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