



**Free Quality  
School  
Education**

Ministry of  
Basic and Senior  
Secondary  
Education

Pupils' Handbook for  
Senior Secondary  
*English  
Language*

SSS  
I

Term  
II

**STRICTLY NOT FOR SALE**

## **Foreword**

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

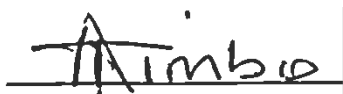
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



**Mr. Alpha Osman Timbo**

Minister of Basic and Senior Secondary Education

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

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

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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 LANGUAGE<sup>1</sup>**

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

### **Listening and speaking**

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

### **Writing**

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

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

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

### **Reading comprehension**

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





<b>Lesson Title:</b> Verb Tense Review	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L049	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Identify verbs in the present, past and future tenses.
2. Use the present, past and future tenses correctly in speech and writing.

### Overview

There were 5 tenses taught in Term 1.

**Present simple** is used for facts and habits:

- The verb form used is the infinitive minus the 'to'.
- For he/she/it add '-s' to the end of the verb.  
Examples:
  - I study every day.
  - He studies every day.
- To make the present simple negative, add 'does not', 'do not', 'doesn't' or 'don't' before the verb.  
Examples:
  - I do not study every day.
  - He doesn't study every day.

**Present continuous** is used for events happening right now or around now:

- It is formed with the verb 'to be' + main verb + '-ing'.
- In contraction form, this can be shortened to I'm, he's, she's, it's, we're, they're, you're.  
Examples:
  - I am sitting in class.
  - She is sitting in class.
  - They're sitting in class.
- To make the present continuous negative, add 'not' between the helping verb 'to be' and the main verb + '-ing'.  
Examples:
  - I am not sitting in class.
  - She is not sitting in class.
  - They are not sitting in class.

**Past simple** is used for events that started and finished at a time in the past:

- For regular verbs, add '-ed'.  
Examples:
  - I lived in Freetown.

- He lived in Freetown.
- We lived in Freetown.
- Irregular verbs are different and must be learned and memorised.  
Examples:
  - They bought the vegetables.
  - She saw the bird.
- To make the verb negative, add 'did not' before the verb. In contraction form, 'did not' becomes 'didn't'.  
Examples:
  - I did not live in Freetown.
  - He did not live in Freetown.
  - We didn't live in Freetown.

**Past continuous** is used for events that began in the past and are ongoing:

- It is formed with the verb 'to be' in the past (was/were) + main verb + '-ing'.
- To make the past continuous negative, add 'not' between the helping verb 'to be' and the main verb + '-ing'. In contraction form, this can be shortened to 'wasn't' or 'weren't'.
- Past continuous is also often used with the past simple tense for interrupted action.  
Examples:
  - I was walking home when the power went off. You were walking home when the power went off.
  - I was not walking home when the power went off. You were not walking home when the power went off.

**Future simple** is used to describe something that will happen in the future:

- It is formed in 2 ways: 'will/shall' + verb, or 'to be' + 'going to' + verb  
Examples:
  - I shall visit Ghana next month.
  - She will visit Ghana next month.
  - They are going to travel to Bo.
- To make the future simple with 'will/shall' negative, add 'not' between the helping verb 'will/shall' and the main verb. In contraction form, this can be shortened to 'won't'.  
Examples:
  - I shall not visit Ghana next month.
  - She will not visit Ghana next month.
  - She won't visit Ghana next month.
- To make the future simple negative using 'going to', add 'not' between the helping verb 'to be' and 'going to'  
Example:
  - They are not going to travel to Bo.

## Practice

### Activity 1

In each of the following sentences, identify the tense of the verbs in **bold**:

1. David **goes** to school very early every morning but **did not do** so last Monday.
2. **Did** Lamin **play** during the second half of the match or **was** he only **watching**?
3. Who **will bring** the box you **are expecting**?
4. She **will use** strong wood to make the frame if you **allow** her.
5. Alfred **does not speak** French because he **did not attend** French lessons.

### Activity 2

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

Present simple	Present continuous	Past simple	Past continuous	Future simple
I watch films that teach English.				
				He will write the essay carefully.
	Joe and Mary are harvesting fruits.			
		The pupils rode on the bus.		
			The director distributed copies of the instructions.	

### Activity 3

From the options (lettered a to d) choose the 1 that best fills in the blank:

1. He was (to give) \_\_\_\_\_ advice to the girls when I met him.  
a. gave                      b. given                      c. giving                      d. gives
2. The trucks always (to carry) \_\_\_\_\_ heavy cargo to the provinces.  
a. carries                      b. carry                      c. be carrying                      d. is carrying
3. The children \_\_\_\_\_ (to learn) French and German together next year.  
a. learning                      b. will learn                      c. learnt                      d. being learning
4. She (to send) \_\_\_\_\_ all the books to the new office tomorrow morning.  
a. has sent                      b. have sent                      c. sent                      d. will send

5. Samuka started at 3 o'clock and is still (to do) \_\_\_\_\_ the same assignment.  
a. does                      b. doing                      c. done                      d. did

**Activity 4**

Write the following sentences in question form:

1. Mrs Kamara was teaching a geography lesson.
2. She works with little children.
3. The man will repair the bicycles for everyone.
4. Alice jumped higher than Abu.
5. We are making another machine.

<b>Lesson Title:</b> Future Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L050	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Demonstrate understanding of when and how to use the future continuous tense.
2. Identify the future continuous tense in sentences.
3. Use the future continuous correctly in speech and in writing.
4. Use the future continuous to ask and answer questions.

### Overview

The **future continuous tense** is used to talk about an unfinished action or event that will take place at some time in the future. It has multiple uses:

- To talk about plans that will be happening in the future  
Example: This time next week I will be visiting my relatives.
- To predict or guess future events  
Example: There has been little rain; it will be a very hot dry season.
- To ask politely for information about the future  
Example: Will we be travelling together?
- To refer to continuous events that we expect to happen in the future  
Example: I will be seeing her at school every day next week.

The future continuous is formed by the simple future of the verb 'to be' + verb + '–ing'. The following table shows how to form positive sentences, negative sentences and questions in the future continuous:

<b>Positive:</b>	subject	+	will be	+	verb + '–ing'	
Example:	We		will be		working	on the farm soon.
<b>Negative:</b>	subject	+	will not be	+	verb + '–ing'	
Example:	She		will not be		meeting	her friends tonight.
<b>Questions:</b>	will	+	subject	+	'be' verb + '–ing'	
Example:	Will		you		be attending	the debate?

Here are some notes on spelling rules:

- If the verb ends in an '–e', remove it and add '–ing'.  
Example: take – taking

- Double the final letter when a 1-syllable verb ends in consonant + vowel + consonant.  
Example: sit – sitting
- Double the final letter when a word has more than 1 syllable, and the final syllable is stressed in speech.  
Example: begin – beginning
- Do not double the final letter if the final syllable is not stressed.  
Example: listen – listening

## Practice

### Activity 1

Identify the sentences in which the future continuous is used:

1. Mbayo and Silina **have been rolling** the boulder out of the way.
2. Our representatives **have compiled** all the records.
3. The bus for Bo **will be leaving** at 2 o'clock.
4. We **will be transferring** the furniture to a new residence.
5. That institution **has been operating** very smoothly.

### Activity 2

Complete the table below:

Positive/Affirmative	Negative	Question/Interrogative
Sayo will be living in Kenema.		
	They will not be taking our luggage.	
		Will Susan be coming with us?
The country will be experiencing significant growth.		
		Will the teacher be sending us a text about the new books?

### Activity 3

Fill in the blanks with the word in brackets in the future continuous tense:

1. The workers \_\_\_\_\_ (to dig) in the garden next week to plant new crops.
2. They (not to make) \_\_\_\_\_ any other attempts.
3. All pupils (to receive) \_\_\_\_\_ new supplies for the second term.
4. Agnes and Mambu (to return) \_\_\_\_\_ to the city after the vacation.
5. Our English Department (to run) \_\_\_\_\_ extra classes in essay writing.

<b>Lesson Title:</b> Reading Comprehension – Narrative	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L051	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

The story about Olivette in today’s lesson is a **narrative text**. The following are the characteristics of a narrative text:

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

### Practice

#### Activity 1

Read the text and answer the comprehension questions on it.

#### My Earliest Memory: Part 1

I was born in a small village in the north of Sierra Leone. My parents called me Olivette after my mother’s favourite aunt. I had a very happy childhood playing on our smallholding and helping my father and brother grow maize and look after our goats. I do not remember much from when I was very young, but I have been told I was a content child who never complained or cried much, except for one time – my earliest memory, which was a very scary one.

My parents had decided to take a trip to Freetown with my brother and me because they had some business there selling produce in the market. It was profitable to go to the capital because you could sell things for more money there. I had never been to Freetown before and was very excited. My mother dressed me in a new pink dress and some red shoes and my brother had new blue shorts and a crisp white shirt. We were not very comfortable, as we were used to running around with no shoes on, but we knew it was important to look smart in the city.

We went by bus, which seemed to take forever. The day was very hot and the bus was dusty and full of people. An old lady came on and sat beside me with a basket of



chickens, and I was so afraid they would make my dress dirty that my mother took me on her knee. That was much better because I could see out of the window and feel the breeze from the window on my face.

When we got to Freetown, I could not believe how big and crowded it was. So many people, cars, buses and dogs. So many shops full of things to look at. We went to the market to set up a blanket on the ground to sell father's produce. I was fascinated by all the noises and the sights of the market. There were ladies in brightly coloured dresses calling to people to come buy their things. There were fruits, vegetables, shoes, clothes, rice, toys – much more interesting than the weekly market in the village.

I saw a teenager walking past with some dolls, and I got up and followed him just to have a look. I was so distracted by everything that I did not notice where I was going, and suddenly I realised I was completely lost. I had no idea where my family was. The market was so big and I was so small. I did not know what to do.

### **Comprehension questions**

1. Who is travelling to Freetown from the village?
2. Why do they travel to Freetown?
3. How did the little girl get her name?
4. What mistake does Olivette make?
5. Give 1 reason for Olivette's excitement.
6. Quote 1 sentence from the fourth paragraph to show that the city is congested.
7. What suggests that the trip to Freetown might not end happily?
8. How does a bad experience lead to a good experience for Olivette in the third paragraph?
9. Summarise the narrative in 1 sentence of your own.

### **Activity 2**

Identify whether the following statements are true or false:


1. The parts of a narrative essay are heading/title, introduction, body and conclusion.
2. The parts of a narrative essay are salutation, body, heading and conclusion.
3. A narrative essay gives the pros and cons of an issue.
4. A narrative essay tells a story about something that happened.
5. The place and time in which the events of a narrative took place are together called the setting.
6. The series of events that happen in a narrative are called the plot.
7. The following is an example of contrast in the narrative: '... much more interesting than the weekly market in the village'.
8. The following is not an example of contrast in the narrative: 'The market was so big and I was so small'.

### **Activity 3**

Write a word or phrase that has the same meaning as the words below and can replace it in the passage:

1. crowded
2. fascinated
3. teenager
4. profitable
5. content

<b>Lesson Title:</b> Reading Comprehension – Narrative	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L052	<b>Class:</b> SSS 1

 <b>Learning Outcomes</b> By the end of the lesson, you will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of a narrative text.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in your own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Answer questions on a text.</li> </ol>
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### Overview

The story in this lesson is a **narrative text**. A narrative text tells about an experience. Narrative texts have specific features. If you are unsure whether a text is a narrative or not, you can use a checklist to identify all of its parts. Below is an example of a checklist using the narrative ‘My Earliest Memory’:

<b>A narrative</b>	<b>Text: My Earliest Memory</b>
Tells a story about an event, incident or experience	This story is about Olivette’s earliest memory: getting lost in a big market in Freetown.
Is usually written from the first-person point of view	It is written by Olivette. She uses ‘I’ to tell the story in the first-person point of view.
Develops plot, setting and characters	We learn about Olivette and her family, how they felt about the trip and how they felt when she got lost.
Is usually told in chronological order, progressing from beginning to end	The story starts before the family leaves home, takes us on the bus journey and then to the market in Freetown.
Has a main idea, theme, moral or lesson learnt	Lesson: Make sure you know your surroundings so you can find your way back if you get lost.
Employs literary devices and figurative language	Adjectives, descriptions of smells, sights and sounds: ‘The sun was burning hot, and the market smelled horrible, of goats and rotten vegetables.’

### Practice

#### Activity 1

Read the text and answer the comprehension questions on it.

#### My Earliest Memory: Part 2

I was so afraid in the market. I could not see my parents or my brother and I could not even see the boy with the dolls anymore. I could not see anything because I was

so small and there were so many people. Everyone was shouting and the market was chaotic.

I walked around for a while and became more and more anxious. What if my parents left without me? What if I never went home again? The sun was burning hot and the market smelled horrible, of goats and rotten vegetables. I wanted to sit down but the ground was very dirty, and I was still trying to keep my new dress clean. I did not want my mother to be angry with me.

I tried very hard not to, but I started to cry. A man came up to speak to me, but I was afraid of him so I ran away. I was really panicking and could hardly breathe. Just then, an old lady came up to me and squatted down so she was the same height as me. She took my hand and smiled at me and I felt a bit better. She asked what was wrong, and when I told her I was lost and could not find my family, she told me not to worry – she would find them for me.

The old lady took me to a policeman who was standing nearby. She told him I was lost, and he said he would make an announcement on the market loudspeaker. He asked my name and then I heard him calling my parents to come and get me outside the fish restaurant at the back of the market. The old lady gave me some sweets and said she would come with me and wait.

After five minutes, I saw my mother running through the crowd. She hugged me very tightly and was not angry at all. She said they had all been terrified when they noticed I was gone. She thanked the old lady, and I gave her a kiss on her cheek and thanked her too.

When my mother took me back to where I had wandered off from, my father was also very glad to see me. My brother pretended he did not care, but I could see he really did. I gave him some sweets, and he said maybe he would get lost next time.

My earliest memory taught me an important lesson: Always make sure you are aware of your surroundings so you can find your way back if you get lost!

### **Comprehension questions**

1. State in 1 sentence why Olivette is afraid in paragraphs 1 and 2.
2. Describe the people in the market. Give an example.
3. In your own words, state the lesson the writer learns from her experiences.
4. How is Olivette reunited with her parents?
5. How did her mother react upon finding Olivette?
6. State in 1 sentence evidence that there is order in the chaos of the market.

### **Activity 2**

Answer the questions below by selecting the correct answer from the multiple-choice options provided:

1. 'What if my parents left without me?' is an example of:
 

a. irony	b. character	c. rhetorical question	d. plot
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2. Which word in the third paragraph describes the behaviour of the old woman?
 

a. officious	b. sympathetic	c. timid	d. clever
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3. What feeling do the parents show in the sixth paragraph?
 

a. relief	b. courage	c. determination	d. readiness
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4. The policeman makes the announcement because:
 

a. Olivette is afraid.	b. The woman tells him about Olivette being lost.	c. Olivette is separated from her parents.	d. The market people are endurant.
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5. The brother's idea that '... maybe he'd get lost next time' is:
 

a. cruel	b. nonsensical	c. ambitious	d. ironic
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### Activity 3

Identify whether the following statements are true or false:

1. Olivette's experience shows that children are vulnerable in a crowd.
2. Olivette finds the man who comes to her in paragraph 3 dependable.
3. Olivette regrets following the boy with the dolls.
4. The narrative starts with sadness but has a happy ending.
5. Olivette will wander off in the market again.

<b>Lesson Title:</b> Classification of Nouns – Common, Proper	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L053	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define different types of nouns and demonstrate understanding of their function in a sentence.
2. Use correct capitalisation of proper nouns.
3. Identify different types of nouns in a sentence.
4. Write sentences using different types of nouns correctly.
5. Use articles with nouns correctly.

### Overview

We can classify nouns into 2 categories: common nouns and proper nouns.

**Common nouns** refer to a general class of person, place or thing. They are not capitalised unless they are at the beginning of a sentence.

Examples:

- chair – any chair
- teacher – any teacher

**Proper nouns** refer to a specific person, place or thing. They must be capitalised.

Examples:

- Sierra Leone – specific country
- Jupiter – specific planet

The following table shows examples of common and proper nouns:

Common nouns	Proper nouns
flower	India
animal	Friday
donkey	Statue of Liberty
team	Sahara
ship	Shakespeare
woman	April
book	Nairobi
river	Cotton Tree
volcano	Nile
desert	Manchester United

The following are the rules for using articles with common and proper nouns:

- ‘a’ and ‘an’ are called ‘indefinite articles’, and are used with singular nouns that are not specific.

Example:

The statement, 'My son really wants a dictionary', refers to any dictionary, not a specific – or definite – 1. We do not know which 1 we will buy yet.

- Using 'a' or 'an' depends on the initial sound of the next word:
  - Use 'a' for a singular noun starting with a consonant sound or a long 'u' vowel sound. (Examples: a dictionary, a university)
  - Use 'an' for a singular noun starting with a vowel sound or a silent 'h'. (Examples: an apple, an hour)
- The article 'the' is called a 'definite article'. It can be used before singular or plural nouns that are specific. It shows that the noun is definite – that it refers to a particular member of a group.

Example:

The statement, 'The dictionary my parents bought was published in the UK' refers to a specific dictionary – the 1 that the parents bought, which was published in the UK.

## Practice

### Activity 1

Identify whether the following statements are true or false:

1. A common noun names particular people, but not things.
2. A proper noun names particular people, places, animals or things.
3. We use capital letters to spell certain proper nouns but not others.
4. Use the article 'the' with proper nouns.
5. We do not spell the religions of the world with capital letters.

### Activity 2

Look at the list of words and identify whether they are common nouns or proper nouns. Then place them in the correct column.

You should capitalise the proper nouns when you write them in the appropriate column.

Words		Proper nouns	Common nouns
computer	september		
flood	east africa		
shakespearean	police		
bag	shoe		
london	generosity		
mercedes benz	dry season		
store	nokia		
suzan	buddhism		
easter	tractor		

### Activity 3

Fill in the blanks using proper nouns and common nouns of your choice:

The lady's name is 1. \_\_\_\_\_ and she lives in a small 2. \_\_\_\_\_ not far from the  
3. \_\_\_\_\_. Her elder 4. \_\_\_\_\_ visits her from 5. \_\_\_\_\_ every year in the month of  
6. \_\_\_\_\_. It is always an impressive 7. \_\_\_\_\_ to see them together as they are both  
very tall. Their family is a large 1 and they all come together to spend time at  
8. \_\_\_\_\_. Her brother brings them 9. \_\_\_\_\_ from big companies like 10. \_\_\_\_\_.

<b>Lesson Title:</b> Classification of Nouns – Concrete, Abstract	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L054	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define different types of nouns and demonstrate understanding of their function in a sentence.
2. Identify different types of nouns in a sentence.
3. Write sentences using different types of nouns correctly.
4. Use articles with nouns correctly.

### Overview

There are many ways to categorise **nouns**. One way is to separate them into concrete and abstract nouns:

- **Concrete nouns:** Things that can be seen, heard, tasted, touched or smelled. They can be experienced with the 5 senses.  
Examples: chair, milk, music.
- **Abstract nouns:** Ideas or concepts. They include things like emotions and beliefs.  
Examples: democracy, hatred, love

The following table lists some examples of concrete and abstract nouns:

Concrete nouns	Abstract nouns
textbook	loyalty
car	courage
perfume	knowledge
language	calm
cake	truth
grandmother	charity
lamp	freedom
tree	kindness
banana	pride
metal	honesty

### Practice

#### Activity 1

Identify whether the following statements are true or false:

1. Abstract nouns and concrete nouns can also be common nouns.
2. The feeling of joy is a concrete noun because we can see joyful people.
3. Christmas and Easter are both abstract nouns.



4. No abstract nouns start with capital letters.
5. We can form abstract nouns from other parts of speech.

### Activity 2

Identify whether the following words are abstract nouns or concrete nouns and place them in the appropriate column:

Words	Abstract nouns	Concrete nouns
damage	service	
school	novel	
dog	food	
servant	quietness	
education	fish	
flower	parent	
rudeness	parenthood	
manager	oil	
success	hostility	
power	anger	
laptop	basketball	
silver	instruction	
cement	coach	
posters	humility	

### Activity 3

Identify whether the **bold** nouns are abstract or concrete:

**Mr Fayia** arrived in **January** in **preparation** for his **job**. The **engineer**, **Mr Kapana**, gave him a brief **session** of **orientation** and handed him the **files**. With **gratitude**, the **employee** thanked his **employer** and took up **office**. On the following day, after receiving the **allowance** for his **resettlement**, he rode around **Freetown** and made a lot of **purchases** – **materials** for the **kitchen** and bedroom, and **furniture** for the whole house.

<b>Lesson Title:</b> Narrative Text	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L055	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Recall the features of a narrative text.
2. Use an outline to draft a text.
3. Draft a text relevant to the topic with well-organised ideas.
4. Use appropriate vocabulary and sentence structure when writing.

### Overview

A **narrative text** has the following features:

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

When writing, it is important to think about and plan what you are going to write before you begin. This helps you organise your ideas and make sure that you include all of the necessary information.

You can create your own outline, or use 1 like the example below to plan a narrative essay:

- **Topic** – *What are you writing about?*

---

- **Characters** – *Who is your narrative about? Describe them.*

---

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

---

- **Problem/Conflict** – *What happened?*

---

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

---

## Practice

### Activity 1

1. Look at your outline from class. Make sure you have included all the elements in the checklist below:

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

2. Ask yourself the following questions to determine if you are ready to begin writing your narrative essay:
  - Have you chosen a specific incident to write about?
  - Have you thought of the characters and their role in the narrative?
  - Have you organised your thoughts on how the incident took place?
  - Do you have a clear introduction, body and closing in mind?

### Activity 2

Think about the vocabulary you will use. Make a list of the descriptions you will use for the characters, setting and actions. Try to include a variety of adjectives, adverbs and figurative language.

- Characters: \_\_\_\_\_
- Setting: \_\_\_\_\_
- Actions: \_\_\_\_\_

<b>Lesson Title:</b> Narrative Text	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L056	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

A **narrative essay** should grab the reader's attention so they want to find out what happens. You should not tell the reader everything in the first paragraph. Make them want to continue reading by building suspense and introducing exciting events.

Remember that the features of a narrative text are as follows:

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

The features of a plot are as follows:

- **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 it solved?
- **Conclusion** (ending): How does the story end? What happens to the characters? What is the moral of the story?

### Practice

#### Activity 1

Use the following checklist to go over your essay and make sure you have included all of the important elements:

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

## **Activity 2**

Write a 5-sentence summary of your essay: 1 sentence summarising each paragraph. Make sure your summary includes all the important points of your essay.

<b>Lesson Title:</b> Comprehending a Listening Passage – News Report	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL1-L057	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

Writing a **summary** of what we have listened to is different from writing 1 for what we have read. When writing a summary on a text, we can re-read it to check for information – with a listening passage, we cannot.

The following are some tips for writing a summary of a listening passage:

- Listen to the text carefully.
- Take notes as the text is being read.
- Think about the purpose of the text: What is it for? Who is the audience?
- Select the relevant information and find the main ideas: What is important?
- Simplify the text: Make sentences simple.
- Distinguish between key information and extra information.
- Do not include details and examples.
- Paraphrase: Write in your own words.
- Write the main ideas in complete sentences.
- Use conjunctions to connect ideas.

### Practice

#### Activity 1

Read the listening passage from the lesson and answer the comprehension questions on it.

#### Radio Salone News Report

Good Morning from Radio Salone. This is Abubakarr Hussein with the 7 o'clock news.

Yesterday a medical conference was held in Freetown. It was organised by Health International and brought experts from all over the world to discuss the response in Sierra Leone to the Ebola outbreak in 2014. Local and international health workers were praised for their quick actions to control the virus, and a document is being written with lessons learned in case of another outbreak here or elsewhere.

The Minister for Agriculture announced a new scheme for farmers with smallholdings to get grants for building storage areas for their produce. At the moment, crops can be spoiled by bad weather and the new storage areas will protect them from the rain and make sure that farmers' profits remain good in years when the weather is bad.

Representatives from Njala University are travelling to Canada to discuss a new research project with faculty members from the University of Alberta. The project will focus on cooperation between the 2 countries in the fields of physics and chemistry. It will involve exchange students sharing ideas and publications.

That's the news for this morning from Radio Salone. It is going to be mild and sunny today. We'll be back on the hour, every hour, with news updates. Until then, enjoy the music.

### **Comprehension questions**

1. What are the names of the radio station and the news reporter?
2. What kind of conference was held in Freetown?
3. Why are they writing lessons learned?
4. How can crops on smallholdings be destroyed?
5. What benefits will the storage areas bring?
6. Why are representatives from Njala University travelling to Canada?
7. Which fields are the faculty members from?
8. What is the weather going to be like today?

### **Activity 2**

Use the text above to check the summary that you wrote in class. Improve upon your summary using the information from the passage. Write 1 sentence for each piece of news in the news report.

<b>Lesson Title:</b> Comprehending a Listening Passage – News Report	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL1-L058	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Answer WH questions to plan a news report.
2. Present a news report.
3. Ask and answer questions on a news report.

### Overview

A **news report** can be found in a newspaper, seen on television or heard on the radio. News reports can contain many different kinds of topics. For example:

- Local and national government news
- Ministry news
- Current events
- Local news
- International news
- Sports news
- News about natural disasters around the world
- New innovations and business news
- Education news

The features of a news report are as follows:

- News reports can use different tenses depending on the timing of the event:
  - Something that has already happened uses past simple or past continuous.
  - Something that is happening right now uses present continuous.
  - Something that will be happening soon uses future simple, or future with 'be going to'.
- Sentences are usually short and easy to understand.
- Language is factual and formal.
- News reports usually address the questions: Who? What? Where? When? How?

The structure of a news report is as follows:

- A greeting and introduction
- Short news items on different topics
- End of programme/signing off



## **Practice**

Use the following questions to help you plan and write a news report on at least 1 topic. Once you have answered the questions, write out a news report and then practise reading it aloud.

Guiding questions:

- Who is involved?
- What happened?
- Where did it happen?
- When did it happen?
- Why did it happen?
- How did it happen?

<b>Lesson Title:</b> Pure Vowel Sounds – Long and Short Vowels	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL1-L059	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Identify and pronounce short vowel sounds in words.
2. Identify and pronounce long vowel sounds in words.
3. Identify short vowel sounds in sentences.
4. Identify long vowel sounds in sentences.

### Overview

There are 5 **vowels** in the English language: a, e, i, o, u. The letter ‘y’ is unique because it sometimes functions as a vowel and sometimes as a consonant, depending on the word. These 6 letters can produce approximately 20 different vowel sounds depending on one’s accent or dialect.

Monophthongs are **pure vowel sounds** – sounds that are spoken with the same sound from beginning to end. They are identified as follows:

- A pure vowel sound is a single vowel sound.
- Pure vowel sounds can be divided into 2 categories: long vowel sounds and short vowel sounds.
- The same vowel sound can be represented by different combinations of letters, because English spelling does not always match the sounds.

Vowels have a **long vowel sound** and a **short vowel sound**. 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. Pure vowel sounds can also be created when 2 vowels appear side by side in a syllable. When vowels work as a pair to make a pure vowel sound, the second vowel is usually silent.

The following table shows the phonetic symbols used to represent the short vowel sounds and gives examples of each:

Short vowel sounds	
Phonetic sound	Example words
/æ/ as in ‘apple’	bag, glad, bat, magazine
/ʌ/ as in ‘fun’	cut, uncle, love, country, sun
/ʊ/ 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 table shows the phonetic symbols used to represent the long vowel sounds and gives examples of each:

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
/ə:/ as in 'hurt'	girl, world, bird, learn, service
/ɔ:/ as in 'law'	sought, court, saw, board

## Practice

### Activity 1

From the 3 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       | lawyer   | mother | foal    |
| 2. fussy      | poetry   | pun    | brown   |
| 3. <b>lot</b> | caught   | dirt   | dean    |
| 4. freeze     | dress    | lead   | reel    |
| 5. date       | platform | paste  | grandma |
| 6. vile       | cry      | real   | did     |
| 7. cure       | minor    | core   | pure    |
| 8. ugly       | above    | forth  | lump    |
| 9. perch      | world    | torch  | caught  |
| 10. watch     | cot      | boat   | blood   |

### Activity 2

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

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

<b>Lesson Title:</b> Pure Vowel Sounds – Long and Short Vowels	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL1-L060	<b>Class:</b> SSS 1



### 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

There are 2 types of pure vowel sounds: **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 table shows the phonetic symbols used to represent the short vowel sounds and gives examples of each:

Short vowel sounds	
Phonetic sound	Example words
/æ/ as in 'apple'	bag, glad, bat, magazine
/ʌ/ as in 'fun'	cut, uncle, love, country, sun
/ʊ/ as in 'put'	put, woman, sugar
/ɪ/ 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 table shows the phonetic symbols used to represent the long vowel sounds and gives examples of each:

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
/ə:/ as in 'hurt'	girl, world, bird, learn, service
/ɔ:/ as in 'law'	sought, court, saw, board

## Practice

### Activity 1

Decide if the words in the word bank have long or short vowel sounds and put them in the correct column in the table below.

#### Word Bank

cap	stool	foot	bought	mill	word
arm	red	palm	mat	school	run
hit	fun	cheap	pot	sleep	taught

Long	Short

### Activity 2

Practise saying the following sentences aloud. Then decide if the words in bold are long or short vowels and put them in the correct column in the table below.

1. I **went** to **see** the **sea**.
2. He **bought** a **red** car.
3. She **saw** a **man** dance.
4. You **can** **choose** to **watch** the **news**.
5. She **fell** and **hurt** her leg.
6. His **shoes** are **green**.

Long	Short

<b>Lesson Title:</b> Vocabulary Development – Animal Husbandry	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L061	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

The WASSCE tests your knowledge of general vocabulary. **Animal husbandry** is one of the areas tested. Animal husbandry is the science of breeding and taking care of animals. People breed animals so that they reproduce and have babies. This increases a farmer's stock. People have practised animal husbandry for a long time; it predates agriculture. It includes raising livestock for meat, fibre, milk, eggs or other products.

The following list contains vocabulary and definitions related to animal husbandry:

- Subsistence: Growing crops and livestock only for the use of the family with no extra to sell
- Extensive: A type of farming where the livestock are outside and feed themselves
- Intensive: A type of farming where the livestock are inside and have food brought to them by the farmer
- To roam: To walk around with no direction
- Herdsman: A person who looks after livestock outside to make sure they are safe
- Predator: An animal that attacks and kills other animals to eat
- Poultry: Chickens, ducks, geese, turkeys
- Quality of life: A state of well-being – health and happiness, for example
- Herbivore: An animal that eats only plants
- Omnivore: An animal that eats plants and meat
- Ruminant: An animal, such as a cow, that eats grass 2 times
- To regurgitate: To bring swallowed food up into the mouth

### Practice

Read the following text and complete the activities.

#### Animal Husbandry

In many countries, animal husbandry is part of subsistence farming. This means that the livestock is used not only to feed the family, but also to produce fertiliser and

clothing, and can be used as transport. Killing an animal for its meat is not the most important use. It is more important to keep an animal alive to use its products: eggs, wool, blood and milk, for example.

Livestock can be kept extensively or intensively. Extensive farming means animals can roam at will, or are watched by a herdsman, usually for their protection from predators. In rural places, pigs, goats, cattle and poultry can get most of their food from the surrounding environment. Chickens may live for months outside without being fed directly by the farmer.

Intensive farming means that livestock is kept in a building where they cannot eat any grass unless it is brought to them. The animals might never go outside. This method produces the most animals, but they may not be the healthiest, and they definitely have a poor quality of life.

Between these 2 extremes is semi-intensive farming, where livestock eat outside for most of the year but hay is brought to them inside when the weather is too cold in the winter or too hot in the summer or when there is no grass.

Livestock are mostly herbivorous, except for the pig which is an omnivore. Pigs will eat meat. Cattle, sheep, goats, deer and antelopes are ruminants; they eat food in 2 stages, chewing and swallowing in the normal way, and then regurgitating the cud to eat it again. This means grass is economical because it is used twice.

### **Activity 1**

Choose the correct answer for each multiple-choice question:

1. Animal husbandry does not require:
  - a. building a pen.
  - b. getting roost.
  - c. skills in sailing a boat.
  - d. cleaning and washing a floor.
2. Ruminants are:
  - a. animals that regurgitate food and eat it again.
  - b. animals that eat other animals.
  - c. the dung of animals.
  - d. animals that are kept in pens.
3. Animals which feed on plants are called:
  - a. carnivores.
  - b. omnivores.
  - c. herbivores.
  - d. vegetarians.
4. Animals which attack and kill farm animals are:
  - a. predators.
  - b. ruminants.

- c. oviparous.
  - d. amphibious.
5. Which type of husbandry produces the largest amount of world livestock?
- a. intensive
  - b. extensive
  - c. fallow
  - d. free range

### Activity 2

Identify whether the following statements are true or false:

1. Subsistence farmers utilise the proceeds from their animals to raise the GDP of the country.
2. Raising animals indoors is more productive but rather unhealthy for animals.
3. A farmer who cares for animals as they graze is a steward.
4. Animals that feed on both plants and other animals are omnivorous.
5. Weather can dictate whether to keep animals indoors or outdoors.

### Activity 3

Fill in the blanks using the words from the vocabulary list in the overview.

1. A deer is an example of a \_\_\_\_\_ because it \_\_\_\_\_ food.
2. Wild dogs are an example of \_\_\_\_\_ that farmers must keep away from their \_\_\_\_\_.
3. A pig is an example of an \_\_\_\_\_. Sheep are not; they are \_\_\_\_\_.
4. Animals raised in \_\_\_\_\_ farming have a better \_\_\_\_\_ than animals kept in \_\_\_\_\_ farming.
5. \_\_\_\_\_ look after livestock and keep them safe.
6. Livestock like to \_\_\_\_\_ freely. This helps them find food.



<b>Lesson Title:</b> Vocabulary Development – Animal Husbandry	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L062	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

WASSCE tests your knowledge of **animal husbandry**. The following is a description of some characteristics of animal husbandry:

- It is the science of breeding and taking care of animals.
- People breed animals so that they reproduce and have babies. This increases a farmer's stock.
- People have practised animal husbandry for a long time; it predates agriculture.
- It includes raising livestock for meat, fibre, milk, eggs or other products.

The following list contains vocabulary related to the field of animal husbandry:

- Dairy: Milk, yoghurt, cheese
- To raise: To breed and care for until maturity
- Cattle: Cows, oxen
- Tank: A large storage place for water
- Pond: A small body of water, either natural or artificially made
- Hygiene: Clean habits to improve or maintain health
- Veterinarian: A doctor for animals
- To vaccinate: To give medicine to prevent a disease or infection
- Zoonoses: Diseases that humans can get from animals

### Practice

#### Animal Farms

A farm may be owned and operated by one person, a family, a community, a company or the government. The farm may produce one product or many, depending on its size. There are various kinds of farms.

A dairy farm is a place where female cattle, goats, buffaloes, camels or sheep are raised for their milk, which can be used as it is after it is cleaned, or made into products such as cheese or yoghurt.

A cattle farm is a place where cows are raised to produce products such as meat, leather and wool.

A fish farm is a place where fish are raised in tanks or fish ponds, usually for food.

A poultry farm is a place where farmers raise domesticated birds such as chickens, ducks, turkeys and geese to get meat or eggs for food.

Good animal husbandry, feeding and hygiene are important to keep livestock healthy and increase profits. If animals become sick, they are treated by the farmer and the veterinarian with medicines.

Animals can get many different diseases and conditions. Certain diseases can be vaccinated against to ensure that an animal does not get the disease. Antibiotics can treat an animal that already has a disease. Governments keep a close watch on the development of zoonoses, which are diseases that people can get from animals.

### **Activity 1**

Write an essay titled 'Why it is important to raise our own animals'. Use the essay above and the one from the previous lesson to guide your writing. You should include the following:

- Introduction: Say what your essay is about, and list the 3 most important reasons for raising animals.
- Body paragraphs: Include 3 paragraphs explaining in further detail the 3 most important reasons for raising animals you listed in your introduction – 1 paragraph for each reason.
- Conclusion: Summarise what you have said in your essay.

<b>Lesson Title:</b> Reading Skills Development: WH Questions	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L063	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Identify the different WH questions.
2. Answer WH questions about a text.
3. Use WH questions to develop reading comprehension skills.
4. Use WH questions to read a text quickly and purposefully.

### Overview

WH questions can be used to help you understand a text you read. You can use them to check for information. You may not be able to answer all the questions if the information is not in the reading, but the questions can guide you to get a general understanding of the text and summarise it.

The following list shows how to use each WH question to gather information:

- 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

### Practice

Read the text and complete the activities.

#### Child Found in Cave Surrounded by Wild Dogs

Villagers in the north of the country were recently shocked to find a six-year-old boy, who had been missing for a month, in a cave living with wild dogs. Peter Thomas had left his home in early July to visit a friend in the next village and did not come home. His parents were distraught and called the police in the morning after checking with his friend and discovering he was missing.

The police and communities from both villages conducted a search for Peter, but did not find a trace, even though they looked for miles around. His grieving family was told to accept the fact that he had probably had an accident and fallen into the river. The local church held a memorial service for him that was attended by 200 people.

Then last week, a local farmer was looking for shelter from the rain in a remote part of the country when he heard a lot of barking and a child's voice. He rushed to find

out what was going on and cautiously entered the cave in case the dogs were dangerous. What he found was astonishing.

He saw a pack of eight dogs surrounding a small boy who was very dirty but unharmed. The dogs were not barking at Peter – they were barking at the farmer to protect the boy. Once the dogs realised the farmer was friendly, they let him pick Peter up. The farmer took Peter down the hill and reunited him with his parents, who were overjoyed and extremely shocked.

Now Peter is back at home with his parents. Everyone in the village thinks it is a miracle that the dogs not only left the boy unharmed, but looked after him and brought him food. The only effect the incident has had on Peter is that he sometimes growls when he is unhappy.

### **Activity 1**

Answer the following comprehension questions:

1. Where, according to the title of the passage, was Peter found?
2. What surrounded Peter?
3. Why were the villagers of the north shocked?
4. When did Peter leave his home?
5. What did the parents and the police do about Peter's disappearance?
6. How did community members react when Peter was not found?
7. Why do you think the dogs let the farmer pick Peter up?
8. Where was Peter going when he got lost?
9. How was Peter when the farmer found him in the cave?
10. Where is Peter's village located?

### **Activity 2**

Identify whether the following statements are true or false:

1. The word 'because' indicates that an answer is providing a reason.
2. The correct WH word to discover the doer of an action is 'where'.
3. To discover the location of an event, the WH word is 'how'.
4. We can use 'whose' to find out the owner of a car.
5. To ask whether it is the friend or the parents that police should address concerning the lost child, 'whom' is the appropriate word.


### **Activity 3**

Identify the correct answer to each multiple-choice question:

1. What action demonstrates the farmer's bravery?
  - a. He entered the cave in case the wild dogs were endangering the child.
  - b. His escape from the rain.
  - c. His traversing the forest.
  - d. He comes from the same village.

2. The word 'distraught' suggests that the parents were:
  - a. confident they would find their son
  - b. very upset about the loss of their son
  - c. patient about the issue
  - d. suspicious of the police
3. Why do you think that a crowd gathered at Peter's home after he was found?
  - a. Because Peter was a victim of drowning
  - b. To observe the kind dogs
  - c. To sympathise with the parents
  - d. To see the boy who was miraculously cared for by wild dogs
4. Apparently, Peter comes from a Christian family because:
  - a. the local church held a memorial service for his death.
  - b. the farmer who discovered him is from the same village.
  - c. the survival of the child is a miracle.
  - d. the boy's parents accepted the reality of his loss and death.
5. The word 'remote' means that the place was:
  - a. crowded
  - b. large
  - c. distant
  - d. small

<b>Lesson Title:</b> Reading Skills Development – WH Questions	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L064	<b>Class:</b> SSS 1

 <p><b>Learning Outcomes</b> By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the different WH questions.</li> <li>2. Answer WH questions about a text.</li> <li>3. Use WH questions to develop reading comprehension skills.</li> <li>4. Use WH questions to read a text quickly and purposefully.</li> </ol>
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### Overview

WH questions are a helpful way to increase your understanding of a text. However, you will not always have WH questions provided to guide your reading. Therefore, you can use an outline to take your own notes:

Question	Notes
Who?	
What?	
Where?	
When?	
Why?	
How?	

### Practice

Read the following text and complete the activities.

#### A Surprise Meeting

Last month a very unusual thing happened to a woman from Bo called Mama Rosa. She was visiting the market in Freetown on a rare trip to the capital when she bumped into someone at a vegetable stall who looked exactly like her. Our reporter went to talk to Mama Rosa to find out what happened.

Mama Rosa told us she was in the market looking at a stall and chatting with her friend Mary when she and another lady reached for the same tomato. As she looked up to apologise, she was shocked to see that she was ‘looking at herself’. Mama Rosa told us that the lady also looked shocked, as it was like looking in a mirror. Mary told us that if she had not known what dress Mama Rosa was wearing that day, she would not have been able to tell them apart.

They started talking and all decided to go for lunch together to solve the mystery. After talking for a while and trying to figure out what was going on, the two women realised that Mama Rosa and her identical twin, Mama Joan, had both been adopted at a very young age by two different families because their mother was very poor and

could not look after two more children. Both women knew they had been adopted but did not know that they were twins.

After much crying, laughing and telling each other about their families, they have promised to visit each other in the future and try to catch up with all the lost years. Mama Rosa's friend Mary said it was the most amazing coincidence she had ever heard of. If they had not both reached for the same tomato, they might never have met.

### **Activity 1**

Answer the following comprehension questions:

1. Who is the article about?
2. When did the incident described in the article take place?
3. What happened to Mama Rosa at the market?
4. Where did the two women meet?
5. How did the two women meet? What coincidence occurred?
6. How did Mary differentiate Mama Rosa from the other woman?
7. Why had the women not met before?

### **Activity 2**

Choose the correct multiple-choice option to answer the following questions:

1. How did Mama Rosa and Mama Joan show their emotions?
  - a. They shopped at the same stall.
  - b. They cried and laughed.
  - c. The two of them had lunch together.
  - d. They had Mary with them.
2. The word 'coincidence' suggests that:
  - a. The women had no prior plan to meet at the stall.
  - b. They appeared in different clothes.
  - c. Suddenly, a mirror separated them.
  - d. A journalist was there with them.
3. Mama Joan and Mama Rosa were put up for adoption because of:
  - a. affluence.
  - b. surprise.
  - c. hate by others.
  - d. their mother's poverty.
4. The intensity of the surprise the women experienced was expressed by:
  - a. their promise to visit each other.
  - b. their separate upbringing.
  - c. the word 'shocked'.
  - d. their anger for not knowing each other.
5. The expression 'catch up with all the lost years' implies that:
  - a. they will publish their discovery of one another.
  - b. they will make many new friends.
  - c. they will visit each other and learn about each other.
  - d. they will live together.

<b>Lesson Title:</b> Classification of Nouns – Collective, Countable, Uncountable Nouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L065	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define different types of nouns and demonstrate understanding of their function in a sentence.
2. Identify different types of nouns in a sentence.
3. Write sentences using different types of nouns correctly.
4. Use articles with nouns correctly.

### Overview

The list below explains when to use collective, countable and uncountable nouns:

- **Collective nouns** are nouns used for a group. They can be countable or uncountable depending on their use in a sentence.  
Examples: a herd of cows, a flock of birds, a family, mail
- **Countable nouns** are people, animals, places, things or ideas that can be counted. Most concrete nouns are countable.  
Examples: dog, goat, doctor, chair
- **Uncountable nouns** are nouns that cannot be counted. Most abstract nouns are uncountable. Liquids are also usually uncountable.  
Example: sugar, tea, love, innocence

Here are examples of each kind of noun:

Collective nouns	Countable nouns	Uncountable nouns
army	boat	cash
fleet	chair	paper
gang	house	oil
group	goat	safety
pack	teacher	sand
furniture	book	time

Depending on the noun, there are different rules regarding which article to use.

We use 'a'/'an' as follows:

- The articles 'a' and 'an' are only used before a singular countable noun.  
Example: a chicken, an egg
- We do not use 'a' or 'an' before an uncountable noun.  
Examples:
  - Paper is used for printing.
  - How much is oil for the car?
- We can use 'a' or 'an' with a collective noun if it is something unknown.



Example: There was a gang of boys at the bus station.  
 - You do not know this gang.

We use **'the'** as follows:

- The article 'the' is used before a singular countable noun.  
Example: The house is beside the river.
- It is used before a plural countable noun.  
Example: The chairs are over there.
- It is also used before an uncountable noun.  
Example: The sand was everywhere.
- It can be used with a collective noun if the noun is specific, or known.  
Example: He is visiting the team from Jordan.  
- The team is specific and known.

## Practice

### Activity 1

Fill in the blanks with the correct definite or indefinite article. If no article is needed, leave the space blank:

Musa bought 1. \_\_\_\_\_ pen for Joseph but he did not buy 2. \_\_\_\_\_ ink. So 3. \_\_\_\_\_ pen was useless and the boy asked for 4. \_\_\_\_\_ bread and 5. \_\_\_\_\_ apple instead. Everyone laughed at 6. \_\_\_\_\_ alternative choice. They expected 7. \_\_\_\_\_ pencil to replace 8. \_\_\_\_\_ pen and 9. \_\_\_\_\_ ink. But that is just what 10. \_\_\_\_\_ child would do: ask for 11. \_\_\_\_\_ food, 12. \_\_\_\_\_ toy or 13. \_\_\_\_\_ something for self-satisfaction.

### Activity 2

Complete the following table by putting the nouns in the correct column. Note that some nouns can go in more than 1 column:

Nouns	Countable	Uncountable	Collective
book			
money			
film			
beauty			
flock			
class			
sugar			
audience			
love			
phone			
furniture			
committee			
teacher			
anger			
mother			
desk			
research			
public			
bread			
advice			

### Activity 3

Write 3 sentences. Each sentence must include at least 1 countable noun, 1 uncountable noun and 1 collective noun.

<b>Lesson Title:</b> Classification of Nouns – Compound Nouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L066	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define compound and hyphenated nouns and demonstrate understanding of their function in a sentence.
2. Identify different types of nouns in a sentence.
3. Demonstrate understanding of the use of hyphens with compound nouns.
4. Write sentences using different compound nouns correctly.

### Overview

**Compound nouns** are single nouns made up of 2 or more words. Compound nouns are very common, and new combinations are created all the time. They often have a meaning that is different, or more specific, than the 2 separate words.

Compound nouns can be written in 3 different ways:

- As 2 separate words  
Examples: swimming pool, police officer, washing machine
- As 1 single word  
Examples: toothpaste, bedroom, boyfriend
- As hyphenated words  
Examples: sister-in-law, take-off, passer-by

The challenge is that there are no exact rules for how to write the different compound nouns, and some can be written in more than 1 way. The best option is to check in a dictionary.

The following are examples of some different types of compound nouns:

- noun + noun (most common): doorbell, ladybird, suitcase
- noun + ‘-er’ noun or verb: housekeeper, screwdriver
- ‘-ing’ verb + noun: swimming pool, fishing rod, driving licence
- adjective + noun: greenhouse, blackboard, bluebird
- noun + verb: rainfall, haircut
- preposition + noun: underground, bystander, onlooker
- 3-word compounds (usually hyphenated): washing-up-liquid, mother-in-law

The rules for making compound nouns plural are as follows:

- Most compound nouns have the ‘s’ on the end of the word.  
Examples: suitcases, swimsuits, bedrooms
- Two-word compounds that contain a preposition need the ‘s’ on the noun.  
Examples: passers-by, onlookers

- For compound nouns with 3 words, the 's' is added to the most important word. Examples: sisters-in-law, washing-up-liquids.

## **Practice**

### **Activity 1**

Identify whether the following statements are true or false:

1. Compound nouns are formed in 2 ways.
2. One way to form compound nouns is to combine noun + adjective.
3. Compound nouns are never formed by combining noun + verb.
4. Some compound nouns are hyphenated, but some are not.
5. Words that are separated cannot be called compound nouns.

### **Activity 2**

Identify the combination of parts of speech that produce each of the following compound nouns:

1. wheelchair
2. father-in-law
3. forty-nine
4. whirlwind
5. high school
6. classroom
7. school age
8. butterfly
9. backpack

### **Activity 3**

Write sentences using the plural forms of the following singular compound nouns. Write 1 sentence for each compound noun.

1. spoonful
2. grown-up
3. on-looker
4. girlfriend
5. classmate

<b>Lesson Title:</b> Descriptive Text	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L067	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Recall the features of a descriptive text.
2. Use an outline to draft a descriptive text.
3. Draft a text relevant to the topic with well-organised ideas.
4. Use appropriate vocabulary and sentence structure when writing.

### Overview

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

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

In a descriptive text, you should use language that makes the reader able to imagine what is being described. The following list exemplifies different types of descriptive language:

- **Adjectives** and **adverbs** make writing more interesting by describing nouns and verbs. Compare the following sentences:
  - The lady in a dress walked from the room.
  - The stunning lady in a pink and blue flowery dress walked serenely from the elegant room.
- **Metaphors** help the reader envision the scene by making comparisons without the use of 'like' or 'as'.

Examples:

- The classroom was a zoo.
- Mary's eyes were bright stars.
- She is a tiger with her claws out.

- **Similes** draw comparisons for the reader, using 'like' or 'as'.

Examples:

- My father is as big as a bear.
- The bed was like a rock.
- The little boy was like an angel in his smart suit.

- **Personification** adds life to a scene by giving human traits to something that is not human.

Examples:

- The sun smiled down on us.
- The flowers danced in the wind.

- The **5 senses** allow readers to feel like they are experiencing the scene.  
Examples:
  - The strong smell of my grandmother’s fish stew filled the air.
  - The taxi park was filled with chaos: people shouting, motors rumbling, horns honking.

When you are preparing to write a descriptive text, use an outline like the one below to help you think of descriptive language to include:

<b>Sense</b>	<b>Example questions to ask yourself</b>	<b>Notes</b>
<b>Sight</b>	<ul style="list-style-type: none"> <li>• What were people wearing?</li> <li>• What did the place look like?</li> </ul>	
<b>Hearing</b>	<ul style="list-style-type: none"> <li>• Was there music?</li> <li>• Was it noisy or quiet?</li> <li>• Could you hear anything strange?</li> </ul>	
<b>Taste</b>	<ul style="list-style-type: none"> <li>• Did you have nice food?</li> <li>• Was it spicy, salty or sweet?</li> <li>• Were you satisfied or were you hungry?</li> </ul>	
<b>Touch</b>	<ul style="list-style-type: none"> <li>• Did you pick up anything interesting?</li> <li>• What were the textures of things you felt?</li> </ul>	
<b>Smell</b>	<ul style="list-style-type: none"> <li>• Was there perfume?</li> <li>• Did the food smell good?</li> <li>• Were there any strange or unusual smells?</li> </ul>	

## **Practice**

### **Activity 1**


You are preparing to write a descriptive essay describing a family wedding. Look at the outline you worked on in class and try to improve upon it. Remember to include descriptive and figurative language, such as adjectives, adverbs, metaphors and similes.

### **Activity 2**

Look at the outline below. Complete the outline to help you plan the paragraphs of your descriptive text.

Paragraph	Guiding questions	Notes
1	Introduction: <ul style="list-style-type: none"> <li>• What was the event? When did it take place? Why did it take place?</li> <li>• Quick summary of how you felt about the event.</li> <li>• Introduce the 3 points you will write about.</li> </ul>	
2	People: <ul style="list-style-type: none"> <li>• Who was there? How did you know them?</li> <li>• Describe their appearances and actions.</li> </ul>	
3	Setting: <ul style="list-style-type: none"> <li>• Describe exactly where you were.</li> <li>• What did it look like? What could you hear, smell, touch?</li> </ul>	
4	Events: <ul style="list-style-type: none"> <li>• Describe the most interesting part of the day in detail.</li> <li>• What was the highlight?</li> <li>• How did it engage your 5 senses?</li> </ul>	
5	Conclusion: <ul style="list-style-type: none"> <li>• How did the day make you feel?</li> <li>• Restate the 3 main ideas.</li> </ul>	

<b>Lesson Title:</b> Descriptive Text	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L068	<b>Class:</b> SSS 1

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

The following are features of a descriptive text:

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

After you have written an essay, it is a good idea to use a checklist to make sure you have included all of the necessary information in your essay. If there is not a checklist already available, you can make one yourself using the essay instructions. For example, if the instructions say to write 5 paragraphs, that should be one of the items you include on your checklist.

A checklist is a useful tool for you to use when writing essays at home, but also in examinations, if you have time.

Example checklist:

	Does my essay include the following?	Yes	No
1	A title		
2	Five paragraphs		
3	Correct spelling		
4	Correct tenses		
5	Descriptive language		

## Practice

### Activity 1

Make a checklist for the following instructions for writing a descriptive essay:

‘Write a descriptive essay in 3 paragraphs describing a difficult experience you have had. Remember to give your essay a title, use descriptive language and introduce the people in the story. Check your spelling and grammar when you have finished and make sure to put your name on the paper’.

## **Activity 2**

Write a paragraph describing a family member. Be sure to describe not only what they look like, but also their personality and how they act. Include descriptive language to help the reader create a picture of the person in their mind.



<b>Lesson Title:</b> Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L069	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define pronouns and demonstrate an understanding of their function in a sentence.
2. Identify pronouns in a sentence.
3. Distinguish between singular and plural pronouns.
4. Distinguish between subject and object pronouns.

### Overview

**Pronouns** can be used to replace nouns in sentences. This makes your writing more interesting and avoids repeating the same nouns.

The first time you mention someone or something, you should use the noun, and after that you can replace it with a pronoun.

Compare the 2 sentences below – one with pronouns, and the other without:

- My mother and father have a radio. My mother and father listen to the radio every morning.
  - This sentence is needlessly long and repetitive.
- My mother and father have a radio. They listen to it every morning.
  - This sentence is much nicer to read.

Do not use pronouns if they will make the sentence unclear. For example, if you are talking about 2 women and it is not clear which one you mean, you may need to use their names:

- Rose and Juliet live in different places. She lives in Freetown and she lives in Bo.
  - In this sentence, we do not know who lives where because they are both 'she'.
- Rose and Juliet live in different places. Rose lives in Freetown and Juliet lives in Bo.
  - Here, it is clear.

A different pronoun is required depending on 2 things: the noun that is being replaced and the function that noun has in the sentence.

- Subject pronouns are the 'doers' of an action.
- Object pronouns are the 'receivers' of an action.

The following are the subject and object pronouns in English:

Subject Pronouns	Object Pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you (plural)	you (plural)
they	them

## Practice

### Activity 1

Identify whether the following statements are true or false:

1. Pronouns can replace nouns in a sentence.
2. Subject pronouns receive actions.
3. 'We' and 'they' are plural pronouns.
4. 'She gave it to them': 'She' is a subject pronoun and 'them' is an object pronoun.
5. The pronouns 'you' and 'it' are not differentiated into gender categories.

### Activity 2

Fill in the blanks with the appropriate pronouns:

Sam and I marvelled at Agnes and David when 1. \_\_\_\_\_ met 2. \_\_\_\_\_ at the bank. 3. \_\_\_\_\_ had on a beautiful green skirt and 4. \_\_\_\_\_ was wearing a blue-black suit with a striped necktie. 5. \_\_\_\_\_ both turned to us, smiling, and asked 6. \_\_\_\_\_ to join them at a party they were having that evening. 7. \_\_\_\_\_ wanted to attend but did not know where 8. \_\_\_\_\_ was taking place. 'When should 9. \_\_\_\_\_ arrive?', we asked. They gave 10. \_\_\_\_\_ the information and we parted ways.

### Activity 3

Identify the correct answer to each question from the multiple-choice options given:

1. Mary and Jane failed the pair assignment because she did not do her part.
  - a. The pronoun 'she' causes confusion.
  - b. The sentence is clear.
  - c. The pronoun 'she' refers to both girls.
  - d. 'She' refers to the first girl.
2. They pushed him out of the way.
  - a. 'They' is the object and 'him' is the subject pronoun.
  - b. 'They' is first person but 'him' is second person.
  - c. 'They' is the subject pronoun and 'him' is the object pronoun.
  - d. Both 'they' and 'him' are third-person singular.

3. My cousin and I received the box from them.
  - a. 'Them' is the subject pronoun
  - b. 'Them' is the object pronoun.
  - c. Both 'my cousin' and 'I' are subject pronouns.
  - d. Both 'my cousin' and 'I' are object pronouns.
  
4. Please give the laptop to me.
  - a. The subject pronoun is 'me'.
  - b. There is no subject in the sentence.
  - c. There is no object in the sentence.
  - d. The object pronoun is 'me'.

<b>Lesson Title:</b> Types of Pronouns – Subject, Object Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L070	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define different types of pronouns and demonstrate an understanding of their function in a sentence.
2. Distinguish between subject and object pronouns.
3. Identify different types of pronouns in a sentence.
4. Write sentences using different types of pronouns correctly.

### Overview

Subject and object pronouns are used to make writing and speaking more fluid and avoid repeating the same nouns. These are the subject and object pronouns in English:

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you (plural)	you (plural)
they	them

The following are rules for using **subject pronouns**:

- Rule 1: Subject pronouns are used when the pronoun is the subject of the sentence. You can remember subject pronouns easily by filling in the blank subject space for a simple sentence.  
Example: \_\_\_\_\_ did the job.  
- I, you, he, she, it, we and they all fit, so they are subject pronouns.
- Rule 2: Subject pronouns are also used if they rename the subject. They follow 'be' verbs, such as: is, are, was, were, am, will be, had been.  
Examples:  
- It is he.  
- This is she speaking.
- Rule 3: When 'who' refers to a personal pronoun (I, you, he, she, it, we, they), the verb agrees with the pronoun.  
Examples:  
- Correct – It is I who am late. (I am)  
- Incorrect – It is I who is late. (I is)  
- Correct – It is you who are mistaken. (you are)  
- Incorrect – It is you who is mistaken. (you is)

The following are rules for using **object pronouns**:

- Rule 1: Object pronouns are also called direct object, indirect object and object of a preposition.
- Rule 2: Object pronouns are used to replace nouns that are the direct or indirect object of a clause. They answer the question 'to whom?' The object pronouns are: me, you, him, her, it, us, them, it.

Examples:

- Fallubah saw him. – 'Him' is the direct object of the verb 'saw'.
- Are you talking to me? – 'Me' is the object of the preposition 'to'.
- Give her the book. – The direct object of 'give' is 'book', and 'her' is the indirect object. Indirect objects always have the implied meaning of 'to' or 'for' in front of them: Give (to) her the book. Do (for) me a favor.

## Practice

### Activity 1

Identify whether the following statements are true or false:

1. A subject pronoun does not serve as the receiver of the action.
2. If a pronoun is the doer of the action of the verb, it is called an object pronoun.
3. If the pronoun in a sentence answers the question 'whom?' that pronoun is an object pronoun.
4. Object pronouns are used if they rename the subject.
5. The object pronoun equivalent of the subject pronoun 'he' is 'him'.

### Activity 2

Fill in the blanks using the appropriate pronouns:

Alfred visited Kate and 1. \_\_\_\_\_ welcomed 2. \_\_\_\_\_ warmly. Neither of 3. \_\_\_\_\_ felt any uneasiness in the time 4. \_\_\_\_\_ stayed with 5. \_\_\_\_\_. But quite unexpectedly, Mr Robert, who is Kate's uncle, joined the group. 6. \_\_\_\_\_ questioned everything 7. \_\_\_\_\_ did and said, commanding 8. \_\_\_\_\_ both to listen only to what 9. \_\_\_\_\_ said. It was 10. \_\_\_\_\_ who caused an unfriendly atmosphere among 11. \_\_\_\_\_ all.

### Activity 3

Identify whether the **bold** words are subject pronouns or object pronouns:

The machine worked all day, operated by James the engineer. 1. **He** is the technician who first used 2. **it** in this part of the world, impressing all individuals and communities. 3. **They** revered 4. **him** and gave 5. **him** praise for the feat. 6. **It** served 7. **them** on their farms and elsewhere. With 8. **it**, 9. **he** would provide 10. **them** with a great service.

<b>Lesson Title:</b> Paragraphs – Topic Sentence and Supporting Sentence	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L071	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define topic sentences and supporting sentences and demonstrate understanding of their function in a text.
2. Identify the qualities of a good topic sentence and supporting sentences.
3. Write a topic sentence and supporting sentences on a given topic.

### Overview

The following features describe a **paragraph**:

- A group of related sentences
- Usually between 3 and 5 sentences, although they can be longer
- Contains 1 idea or theme
- Usually has a topic sentence and supporting sentences

A paragraph usually has 3 parts:

- A topic sentence which contains the main idea or theme of the paragraph
- Several supporting sentences which explain or develop the theme of the paragraph and give reasons
- A concluding sentence which draws discussion to a close or links it to the next paragraph

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

- Clearly states the topic for discussion in the paragraph
- Tells the reader the key theme
- Outlines and organises the rest of the paragraph
- Is usually a direct statement, not a question
- Is often the first sentence, but not always

The features of a good topic sentence are as follows:

- Clear and strong
- Gets the reader's attention and makes them want to read more
- Makes a claim or shows the writer's viewpoint
- Makes the reader want to know: 'who', 'what', 'when', 'where', 'why' and 'how'
- States how many arguments or supporting ideas will be in the paragraph

## Practice


Write a paragraph about why it is important for children to attend school. You can choose 3 supporting ideas from the following list, or you can think of your own.

- Reading and writing are important for children's future.
- Learning arithmetic helps children manage their money.
- School helps children learn social skills.
- Children can meet friends there and not be lonely.
- Children need an education to get a good job as adults.

When writing your paragraph, remember the following:

- Write a topic sentence for the paragraph.
- Write a full sentence for each of your supporting ideas, giving reasons or explanations for each 1.
- Include a concluding sentence for the paragraph, summarising what you wrote.

<b>Lesson Title:</b> Vocabulary Development – Suffixes	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L072	<b>Class:</b> SSS 1

 <b>Learning Outcomes</b> By the end of the lesson, you will be able to: <ol style="list-style-type: none"> <li>1. Define suffixes and demonstrate understanding of their function.</li> <li>2. Identify suffixes and their root words.</li> <li>3. Write sentences using suffixes correctly.</li> </ol>
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## Overview

A **suffix** is a letter or group of letters that is added to the end of a word to change its meaning or to form a different word.

The following table lists suffixes for nouns, verbs, adjectives and adverbs and gives examples of each:

<b>Noun suffixes</b>	<b>Examples words</b>
–age	postage, luggage
–al	arrival, denial
–ance/–ence	appearance, preference
–dom	freedom, boredom
–ee	committee, employee
–er/or	sportscaster, projector
–hood	childhood, brotherhood
–ism	racism, criticism
–ist	florist, dentist
–ity/–ty	priority, flexibility
–ment	contentment, entertainment
–ness	goodness, brightness
–ry	artistry, rivalry
–ship	friendship, scholarship
–sion/–tion/–xion	tension, graduation, flexion

<b>Verb suffixes</b>	<b>Example words</b>
–ate	innovate, coordinate
–en	straighten, shorten
–ify	beautify, classify
–ise	agriculturalise, familiarise



Adjective suffixes	Examples words
-able/ible	unforgettable, edible
-al	floral, rational
-en	golden, broken
-ese	Sudanese, Cantonese
-ful	successful, grateful
-ic	energetic, academic
-ish	foolish, sluggish
-ive	objective, extensive
-ian	physician, Egyptian
-less	powerless, tasteless
-ly	lovely, friendly
-ous	generous, nervous
-y	lovely, hilly

Adverb suffixes	Example words
-ly	quickly, strangely
-ward(s)	upward, inward
-wise	clockwise, lengthwise

## Practice

### Activity 1

Place the suffixes in the appropriate columns:

Suffixes	Noun	Verb	Adjective	Adverb
-ment    -ing				
-ness    -ward				
-y        -ish				
-ly        -ious				
-tion     -er				
-age      -ism				
-ance     -ity				
-ful      -ate				
-ed       -ise				
-en       -ive				
-ian      -al				

### Activity 2

Add an appropriate suffix to each of the words below and use the resulting word in a sentence:

1. safe
2. engine
3. construct
4. honest
5. respect
6. give
7. mix
8. England
9. style
10. immediate

### Activity 3

Complete the table below. The first row has been completed as an example.

Word	Part of speech	Suffix	Root word	Part of speech
suddenly	adverb	-ly	sudden	adjective
inclusive				
reluctantly				
mistaken				
consultant				
narrative				
eastward				
funny				

<b>Lesson Title:</b> Reading Skills Development – Context Clues (fable)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L073	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Demonstrate understanding of how to use context clues to determine the meaning of new words or ideas in a text.
2. Use context clues to read a text quickly and purposefully.
4. Answer questions on a text.

### Overview

**Context clues** are the surrounding words or ideas that give clues about the meaning of an unknown word. They can help you understand an unknown word. If you do not understand all the words in a text, you should try to use the words you do know to help you figure out the meaning of new or unfamiliar words.

The following are examples of different types of context clues that can help you:

- **Definition:** The explanation of a new word is found in the sentence.  
Example: People who study dinosaur bones are called **paleontologists**.
- **Contrast:** A contrast word in the sentence shows that the new word is dissimilar or opposite to something.  
Example: Unlike petrol, **diesel** is used for heating homes.
- **Logic:** Use logic to determine the meaning of a new word based upon its use in the sentence.  
Example: Smaller animals are always looking out for **predators** who might eat their young.
- **Description or example:** A description or example provided helps to show the meaning of a new word.  
Example: Detectives like to look **inconspicuous** by wearing normal clothes in colours that do not stand out, and behaving like everyone else.

### Practice

Read the fable and complete the activities below.

#### The Miser and his Gold (Part 1)<sup>1</sup>

A few years ago, in a town in the centre of the country, there was a man called Francis who had a lot of money. He was like a pack rat **hoarding** all the money he made, keeping it locked away from everyone, and never spending it on things to make himself, or anyone else, happy. He did not live in a **luxurious** house. He lived in a run-down, old, one-roomed wooden place, which was in desperate need of repair.

He was very **mistrustful**. He always thought that people were out to **swindle** him by stealing his money. So, he decided to bury his fortune in the garden under a big tree. One day, his neighbour came to ask to borrow some money because his son needed treatment in the hospital in the capital and he could not afford to travel there. Francis **denied** having the money, saying, 'I am a poor man. You see my house. I have nothing to lend you'. The neighbor was disappointed because he knew Francis was lying.

That night, Francis became **edgy**; he could not stop thinking about his money and went to check to see if it was still there. The bag of coins was still **concealed** in the earth under the tree, so he went to bed **relieved**.

The next day, a woman from the same street came to ask if she could borrow some money to set up a new stall in the market. Francis again denied having the money, 'I am a poor man. You see my clothes; I am wearing **rags**. I have nothing to lend you'. The woman looked at his old trousers and his shirt full of holes and went away.

That night, Francis became nervous again and went to check his money. It was still there, so he went to bed and slept well.

The next day, an elder from the town came to ask Francis for a **donation** to rebuild the toilets in the school. This situation was trickier because the elder knew that Francis had money. Francis decided to be **deceitful** again. He said, 'Look at me; I am a poor man. All of my money was spent on helping other people'. The elder looked at Francis with **disgust**; the dislike was written all over his face. He, too, went away with nothing.

That night, Francis was very **agitated**. He was walking up and down outside his house, talking to himself about his money and his worries. He could not rest until he had checked under the tree again. What he did not know was that a travelling salesman was sitting nearby while Francis was talking, and heard him mention the money, then followed to watch as Francis dug under the tree to check that it was safe. Francis went to bed and slept well, not knowing that danger was near.

### Activity 1

Write the context clues in the fable that help you understand the meaning of the words in **bold**.

### Activity 2

Replace the words in **bold** with the correct multiple-choice option given.

1. He has a **luxurious** car with leather seats.
  - a. expensive; grand
  - b. cheap; dirty
2. She **denied** meeting her friends instead of coming straight home.
  - a. lied about
  - b. told the truth about



<b>Lesson Title:</b> Reading Skills Development – Context Clues (fable)	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L074	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Demonstrate understanding of how to use context clues to determine the meanings of new words or ideas in a text.
2. Use context clues to read a text quickly and purposefully.
3. Answer questions on a text.

### Overview

**Context clues** are hints that an author gives to help explain a difficult or unusual word. The clue may appear within the same sentence as a difficult word, or it may be found in another sentence in the paragraph.

The following are further examples of using different types of context clues to determine the meaning of a word:

- Definition: A **pediatrician** is a doctor who specialises in looking after children.
- Contrast: While a desert usually has few plants or vegetation, a **plain** is a flat piece of land that can be covered in vegetation.
- Logic: To make **swallowing** easier, take small bites of food and chew carefully.
- Description or example: The rock music was **blaring** so loudly we had to cover our ears.

### Practice

#### Activity 1

Read the text and answer the comprehension questions on it.

#### The Miser and his Gold (Part 2)<sup>1</sup>

The next morning, Francis woke up feeling **refreshed** and happy. He had managed to **fend off** his neighbour, the woman from his street and the town elder. He felt quite **smug**, knowing that he had all his money **stashed** away under the tree and that no one could get their hands on it.

He decided to go and visit his neighbour. His wife always made the most delicious fish stew and maybe she would give him some. He knocked on the door and was surprised by the look on her face when she saw that it was him standing there. They spoke for a few minutes, then Francis said that he could not smell the fish stew as usual. The neighbour **snapped at** him, 'There is no food in this house. My husband sold our stove for the money to take our son to hospital. We will have to wait until we

can afford another one. I am eating at a neighbour's house, a much more **magnanimous** person than you will ever be'.

Francis walked away feeling slightly **humiliated**. The neighbour had made him a little ashamed of his actions. He soon **cheered up**, though, when he remembered all the money he still had. He walked down the road in the direction of the market. He did not know any of the vendors there and so he had to pay full prices without getting any **discount**. On the way back home he saw the woman from his street. He **grumbled** about the prices to her. He expected sympathy but he did not get it. 'If you had lent me money to set up a stall, you would have always had cheap prices when you bought things from me, but your **self-serving** nature makes everyone dislike you'. Francis felt annoyed with the woman, but also a bit guilty. Then he felt **dread** strike his heart as he heard her say, 'I saw someone in your garden last night, digging under the big tree. I hope you were not so **witless** as to hide something important there'.

Francis **rushed** home as fast as he could. He ran to the tree and started digging with his hands. He soon realised that all his money was gone. He was **devastated**. He sat on the ground with tears in his eyes and did not know what to do.

After some time, he heard a voice over the fence around his garden. It was the town elder who had asked for the donation for the school. Francis told the elder that all his money had been stolen and that he would be destitute. To his great surprise, the elder started laughing. 'Money? You said you did not have any. You might as well have buried a bag of stones there. You did not use it anyway. Your home is in terrible **condition** and your clothes are rags. You did not use your money to help yourself or anyone else, so you cannot complain. You got what you **deserved**'.

### Comprehension questions

1. What lesson does the fable teach?
2. Identify the context clues that help show the meaning of the following **bold** words in the text:
  - a. devastated
  - b. rushed
  - c. discount

### Activity 2

Replace the words in **bold** with 1 of the multiple-choice options without changing the meaning:

1. The bus is in terrible **condition**. It is falling apart.
  - a. state
  - b. place
2. Can I have a **discount** on these shoes, please?
  - a. exchange
  - b. reduced price

3. I felt so **humiliated** when he asked for my homework and I did not have it.
  - a. ashamed
  - b. happy
4. Don't be so **self-serving**. Give your brother some of your cake.
  - a. selfish
  - b. cruel
5. He **stashed** his money in a box under the bed.
  - a. found
  - b. hid away
6. He is so **smug**. He thinks he is better than everyone else.
  - a. self-satisfied
  - b. happy
7. Stop **grumbling**. Everyone has to help at home.
  - a. shouting
  - b. complaining
8. If you get up early you will not have to **rush**.
  - a. walk
  - b. hurry
9. My mother **snapped at** me this morning and it made me cry.
  - a. spoke angrily at
  - b. hit
10. What is your biggest **dread**?
  - a. dream
  - b. fear

### Activity 3

Complete the following sentences with the words in the word bank. You may have to change the tense.

#### Word Bank

fend off	grumble	cheer up	refreshed	condition
devastated	magnanimous	dread	witless	stash

1. I went for a swim and felt \_\_\_\_\_ afterwards.
2. What \_\_\_\_\_ is the car in? I might want to buy it.
3. Thank you for your help. You are very \_\_\_\_\_.
4. He was \_\_\_\_\_ by the news of his father's death.
5. She is \_\_\_\_\_ her examinations.
6. He was really \_\_\_\_\_. He gave his younger brother matches.
7. \_\_\_\_\_! Everything will be fine.
8. They \_\_\_\_\_ all their jewellery under the floor of their house.
9. Can you \_\_\_\_\_ these dogs? I am afraid of them.
10. He \_\_\_\_\_ when he saw how much he had to pay.

<sup>1</sup> 'The Miser and His Gold' by Aesop (n.d.) is in the public domain.



<b>Lesson Title:</b> Types of Pronouns – Possessive and Demonstrative	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L075	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

Pronouns replace nouns. **Possessive pronouns** replace possessive nouns as either the subject or the object of a clause. When using possessive pronouns, it is important to remember that, because the noun being replaced does not appear in the sentence, it must be clear from the context.

- You can use a possessive pronoun instead of a noun or noun phrase.  
Examples:
  - My house is smaller than **your house**. → My house is smaller than **yours**.
  - Her car is black and **my car** is blue. → Her car is black and **mine** is blue.
- You can use possessive pronouns after 'of'.  
Example:
  - Musa is one of **my friends**.
  - Musa is a friend of **mine**.

The following table shows different pronouns and determiners:

Subject pronouns	Object pronouns	Possessive determiner	Possessive pronouns
I	me	my	mine
you (singular)	you (singular)	your (singular)	yours (singular)
he	him	his	his
she	her	hers	hers
it	it	its	its
we	us	our	ours
they	them	their	theirs
you (plural)	you (plural)	yours (plural)	yours (plural)

**Demonstrative pronouns** and **demonstrative adjectives** both modify nouns.

These are the differences between them:

- Demonstrative pronouns take the place of the noun phrase.
- Demonstrative adjectives are always followed by a noun.

- Demonstratives are used depending on how far away a noun is from the speaker, either in place or time, as shown below:

Usage	Nearby	Further away
Used with singular nouns and uncountable nouns	this	that
Used with plural countable nouns	these	those

- Generally, when you use a demonstrative pronoun, you will either need to indicate what you are talking about by pointing or otherwise gesturing toward it, or your listener will need to be looking at it as well. Because of this, demonstrative pronouns are more often used in spoken English than written English.

Original sentence	Sentence with demonstrative pronoun
<b>The food you are cooking</b> smells delicious.	<b>That</b> smells delicious.
<b>The car we are driving</b> is fast.	<b>This car</b> is fast.

- There are 3 other words that are sometimes used as demonstrative pronouns: such, none, and neither.

Examples:

- Which cake can I have? **Neither** is an option.
- Can we bring friends to the party? No, they will allow **none**.
- **Such** is the case with babies. They cry all the time.

## Practice

### Activity 1

Rewrite the following sentences using demonstrative pronouns:

1. The cup of sugar I have is for our neighbour.
2. You can take the picture book on my desk for your little sister.
3. Is this your new phone?
4. The fancy plates on the shelf in the kitchen do not belong there.

### Activity 2

Replace some of the words in these sentences with possessive pronouns. Make sure the sentence still makes sense.

1. My sister is in the same class as their sister.
2. Mohammed used the pencil and did not ask if it was my pencil.
3. This is her bag, not your bag.
4. I lent Juliet my class notes because she did not have her class notes.


5. Her calculator is better than my calculator.
6. This flat is much smaller than our flat.

### **Activity 3**

Use possessive pronouns and demonstratives to complete the sentences:

1. Charles has already eaten his sandwich, but I am saving \_\_\_\_\_ until later.
2. I broke my arm last year. She has never broken \_\_\_\_\_.
3. We gave them our telephone number and they gave us \_\_\_\_\_.
4. I forgot my dictionary. Can I borrow \_\_\_\_\_?
5. You cannot have any chocolate! It's all \_\_\_\_\_!
6. We only borrowed the radio. It was not \_\_\_\_\_.

<b>Lesson Title:</b> Types of Pronouns – Relative, Reflexive	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L076	<b>Class:</b> SSS 1

 <p><b>Learning Outcomes</b> By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Define different types of pronouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify different types of pronouns in a sentence.</li> <li>3. Write sentences using different types of pronouns correctly.</li> </ol>
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## Overview

A **relative pronoun** is used to connect a clause or phrase to a noun or pronoun. The following table shows the different relative pronouns. We use ‘who’ and ‘whom’ for people, and ‘which’ for things. You can use ‘that’ for people or things:

Subject	Object	Possessive
who	who/whom	whose
which	which	whose
that	that	

Relative pronouns can be used to put 2 sentences together.

Examples:

- This is the house. My father built it.
  - This is the house which my father built.
  - This is the house that my father built.
- Alexander Graham-Bell was an inventor. He invented the telephone.
  - Alexander Graham-Bell was an inventor who invented the telephone.
  - Alexander Graham-Bell was an inventor that invented the telephone.

Relative pronouns can be used with relative clauses. You cannot use ‘that’ for sentences with relative clauses.

Examples:

- My friend was born in Europe. He has always loved travelling.
  - My friend, who was born in Europe, has always loved travelling.
- We had fish and rice. This is my favourite meal.
  - We had rice and fish, which is my favourite meal.

The relative pronoun ‘whose’ can also be used with possessives.

Example:

- This is Gabriel. I go to school with his brother.
  - This is Gabriel, whose brother I go to school with.
- This is the lady. You bought fruit from her stall.
  - This is the lady whose stall you bought fruit from.

Each personal pronoun has its own **reflexive** form, as shown in the table below:

Pronoun	Reflexive form	Pronoun	Reflexive form
I	myself	it	itself
you	yourself/yourselfs	one	oneself
he	himself	we	ourselves
she	herself	they	themselves

Reflexive pronouns are usually used when the subject of the sentence is the same as the object. In other words, the one who is doing the action is also receiving the action.

Examples:

- **You** are going to have to drive **yourself** to work today.
- **They** are too young to go to Freetown by **themselves**.

## Practice

### Activity 1

Fill in the gap with the correct relative pronoun: 'who', 'which' or 'whose':

1. That is Kossi, the boy \_\_\_\_\_ won the prize.
2. Thank you for the flowers, \_\_\_\_\_ were beautiful.
3. Jesse, \_\_\_\_\_ mother is a doctor, gave a presentation on health.
4. The men, \_\_\_\_\_ are waiting at the bus stop, are going to town.
5. I walked with the lady \_\_\_\_\_ house is next to ours.
6. Mama Olivette, \_\_\_\_\_ is a farmer, brought the rice.
7. We visited our aunt in Ibadan, \_\_\_\_\_ is in Nigeria.
8. This is the boy \_\_\_\_\_ sits beside me in class.

### Activity 2

Fill in the gaps with reflexive pronouns:

1. The fire went out by \_\_\_\_\_.
2. Momka and Yaema, can you tidy up your room by \_\_\_\_\_, please?
3. Omar taught \_\_\_\_\_ to count to 1,000.
4. Lucee asked him \_\_\_\_\_.
5. Let's enjoy \_\_\_\_\_ at the party.
6. Amad, did you make your lunch \_\_\_\_\_?
7. I went there \_\_\_\_\_ to see what was happening.

### Activity 3

Write your own sentences for each of the reflexive pronouns.

<b>Lesson Title:</b> Reading Comprehension – Drama	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L077	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

**Drama** is a style of writing. It is a play that can be performed for theatre, radio or even television.

The following are some features of a drama:

- Characters: The people in the play
- Plot: The series of events that form the story
- Theme: The main subject that is being discussed
- Dialogue: Words spoken by the characters
- Genre: The type of play
- Audience: The people watching the drama
- Script: A written version of a play that is read by the actors but not the audience

The following list contains vocabulary from the play:

- Dishevelled: Very untidy
- Laughing stock: Someone who seems foolish or ridiculous
- To brighten up: To make something look more cheerful
- Conventional: Common and ordinary
- Sophisticated: Knowing about fashion, literature and culture
- Stick-in-the-mud: A person who does not like trying new or exciting things
- Daring: Adventurous or brave
- Promotion: A move to a higher position or better paid job
- Clone: An exact copy of something
- Run-of-the-mill: Typical; the same as everything else

## Practice

### Activity 1

Read the play and answer the comprehension questions on it.

#### A Birthday Present

*[Fatu and Fallubah are sitting on a wall outside their house having a discussion.]*

Fatu: It's father's birthday next week. We should get him a nice present. What do you think we should get?

Fallubah: I think we should get him a new shirt. A nice flowery one. He's been looking **dishevelled** going to work lately, and he needs a new one.

Fatu: *[Laughing.]*

That's a **ridiculous** idea! How is father going to look going to work in a flowery shirt? He'll be the **laughing stock** of the office.

Fallubah: *[Shocked.]*

No one needs to be that formal anymore. It'd **brighten up** the office. What do you think we should get him?

Fatu: I think we should be **conventional** and get him a plain blue shirt so he can look **sophisticated** and elegant.

Fallubah: But that is so boring. You are always such a **stick-in the-mud** with these things. Why can't father try something a little **daring** for once?

Fatu: Because he'll never get a **promotion** if he looks like a clown.

Fallubah: Maybe he'll get noticed more by the bosses if he doesn't look like everyone else. They might see it as a good thing that he is trying to be different. The world has changed. People don't have to look like **clones** anymore.

Fatu: I absolutely refuse to buy him a flowery shirt. He'll look like he's wearing a tablecloth. I don't want all my friends seeing him and thinking he is not a serious man.

Fallubah: *[Angrily.]*

You shouldn't worry so much about what your friends think. This is our father and it is his birthday. We should get him something nice, not something **run-of-the-mill**.

Fatu: *[Very angrily.]*

You never listen to me. I am older than you and I know what I'm talking about. Of course I care what my friends think. The whole street will be laughing at him if he walks to work wearing a shirt like that.

*[Fatu and Fallubah both walk off angrily in different directions.]*

## Comprehension questions

1. Why are Fatu and Fallubah arguing?
2. Who thinks people do not need to be formal at work these days?
3. Why does Fallubah think it is good to be different?
4. Why does Fatu think it is good to be conventional?
5. Why is Fatu worried about her friends?
6. Why does Fallubah think she should not worry about them?
7. Who is the eldest?

## Activity 2

Fill in the gaps with the words and expressions from the lesson:

1. Don't be such a \_\_\_\_\_! It is nice to try new things.
2. She wears very \_\_\_\_\_ clothes to work.
3. Why are your clothes such a mess? You look very \_\_\_\_\_.
4. If we do not pass our examinations, we will be the \_\_\_\_\_ of the class.
5. He is very \_\_\_\_\_. He is always trying new, adventurous things.
6. Those 2 girls look exactly the same, like \_\_\_\_\_.
7. If I work really hard, I might get a \_\_\_\_\_ in a couple of years.
8. She looked very \_\_\_\_\_ at the wedding in her beautiful new dress.
9. The new film was nothing special. It was \_\_\_\_\_ like all the other films.
10. These new pink curtains should \_\_\_\_\_ my bedroom.



<b>Lesson Title:</b> Listening Comprehension – Drama	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL1-L078	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

A **drama** is a play that can be performed in a theatre, on a radio or even on television. It usually includes:

- Characters: The people in the play
- Plot: The series of events that form the story
- Theme: The main subject that is being discussed
- Dialogue: Words spoken by the characters

A play is written as a **script**. A script contains:

- Characters' names followed by a colon (:)
- Direct speech
- Instructions to the actors in *italics*

The following list contains vocabulary from the play:

- To take (something) into account: To consider
- Concerns: Anxieties; worries
- Likewise: In the same way; also
- Peace offering: A gift given to make peace or apologise
- Curious: Wanting to learn about something
- Peek: To look quickly without being seen
- To take (something) to heart: To hear criticism and be affected by it
- To come around (to someone's way of thinking): To change opinion and agree with someone
- To consider: To think about something so you can make a decision
- To alternate: To do, use or arrange one thing, followed by another, and repeating this pattern

### Practice

Read the play and complete the activities below.

## A Birthday Present (Part 2)

*[Fatu and Fallubah meet each other outside the house again the next day.]*

Fatu: *[Cheerfully.]*

Hi Fallubah. I'm happy to meet you here before we go in. I wanted to talk to you.

Fallubah: *[Suspiciously.]*

Why? Are you going to shout at me again and tell me you know everything because you are two years older than me?

Fatu: I'm really sorry. I shouldn't have said that. It is just that sometimes I think you don't **take my concerns** and feelings **into account**.

Fallubah: **Likewise!** But I did a lot of thinking and I have something to show you.

Fatu: I do, too. Please, let me go first. I have a **peace offering** that I want to show you.

Fallubah: Ok. What is it? I'm **curious** now.

Fatu: *[Handing Fallubah a bag.]*

Take a **peek**, but don't take the shirt out. I don't want father to see it. I decided to **take what you said to heart** and I bought a shirt for us to give father. It is the most colourful, flowery shirt I could find in the market so that father doesn't look boring. People at work will certainly notice him in that!

Fallubah: Wow! That is the brightest shirt I have ever seen. He'll love it! Thank you for **coming around to my way of thinking!**

Fatu: You were right. We don't want to give father a boring birthday present.

Fallubah: Well ...

Fatu: Well what? Show me your peace offering.

Fallubah: *[Handing Fatu a bag.]*

Look inside but don't take it out in case father sees. I also **considered** what you said and felt bad about father looking strange at work and so I bought the most boring blue shirt I could find in the market for us to give to him. People at work certainly won't notice him in that!

Fatu: *[Laughing.]*

Wow! That is the most conventional shirt I have ever seen. He'll love it! This is very good. Now father can **alternate** the shirts. On days when

he wants to be noticed he can wear the flowery one, and on days when he wants to be quiet he can wear the boring one.

Both: *[Laughing.]*

Perfect!

### **Activity 1**

Write a summary of the play (both parts 1 and 2). Here are some tips for writing a summary:

- Make sure your notes are organised.
- Answer the WH questions: Who? What? When? Where? Why? How?
- Include only important information.
- Use your own words – do not copy directly from the text.
- Check your writing for grammar and spelling.

### **Activity 2**

Write a sentence for each of the **bold** vocabulary words in the play. Use the definitions in the overview to assist you.

<b>Lesson Title:</b> Drama	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L079	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

When writing a **drama**, it is important to keep in mind the features of this type of writing:

- Characters: The people in the play
- Plot: The series of events that form the story
- Theme: The main subject that is being discussed
- Dialogue: Words spoken by the characters
- Genre: The type of play
- Audience: The people watching the drama.
- Script: A written version of a play that is read by the actors but not the audience

Writing a play is different from writing an essay or a story. The written form of a play is called a **script**. A script includes the following:

- The characters' names followed by a colon (:). See example below:  
Ibrahim: I never want to talk to you again!  
Patience: That makes two of us!
- Dialogue written exactly as the actors say it, using direct speech.
- Instructions to the actors in italics and in brackets.  
Example: *[Ibrahim walks away shouting.]*

There are 4 basic stages of plot in any play, no matter how short or long it is.

They are:

- a. Exposition: This is the introduction of the characters, setting and conflict.
- b. Rising action: This is the build-up of the conflict when things become difficult and problems develop.
- c. Climax: This is when the problem, tension or action reaches its highest point.
- d. Resolution: This is the end of the play, where the conflict is solved in one way or another.

## Practice

### Activity 1

Use the following checklist to make sure that the play you wrote in class contains all of the necessary information and is formatted correctly. If you have missed any of the information in the checklist, revise your play to include it.

<b>Exposition</b>	<b>Yes</b>	<b>No</b>
• Do you have well-developed characters?		
• Have you explained the situation through the characters' words and actions?		
• Have you made it clear why they are arguing?		
• Have you developed the setting? - Is it clear when the action takes place? - Is it clear where the characters are?		
<b>Rising Action</b>		
• Is there a problem, a conflict or an argument?		
• Do the characters have strong feelings about the situation?		
• Is there a climax – the moment where everything comes to a head?		
<b>Resolution</b>		
• Is there a solution to the problem?		
<b>Formatting</b>		
• Are the instructions to the actors in italics with brackets?		
• Does the dialogue have the name of the characters with colons and indents?		
• Is the play written in direct speech?		
• Does the play have a title?		

<b>Lesson Title:</b> Drama	<b>Theme:</b> Speaking and Listening
<b>Practice Activity:</b> PHL1-L080	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Present a drama.
2. Use appropriate tone and intonation when reading a play aloud.
3. Ask and answer questions on a play.

### Overview

A **drama** is written to be performed. It is not like an essay or a novel, which are written to be read.

Here are some things to remember when presenting a play:

- Practise reading the play aloud beforehand. Focus on the following:
  - Reading with expression to show emotion
  - Reading with appropriate tone
  - Reading with correct stress and intonation
- Think about how your character interacts with other characters.  
Examples:
  - Do they like one another?
  - Is it an argument?
  - How does everyone feel?
- Make notes about your character:
  - Identify how your character feels in different parts of the script.
  - Underline parts where the character must have strong emotions.
  - Think about what these emotions sound like: What is the intonation?
- If there are any difficult words, make sure you know how they are pronounced. You do not want to have to stop in the middle of a sentence.
- Make use of pauses so that you do not speak too quickly. People will not understand you if you rush.
- Read the notes to the actors in italics so that you know what actions go with the text.

### Practice

Practise reading the play you wrote in class aloud. If possible, practise with a friend or family member so that you can read different roles. Remember that a play is meant to be performed. Pay attention to your pronunciation, tone, intonation and expression. Imagine you are an actor and you want the text to come alive for your audience.

<b>Lesson Title:</b> Types of Pronouns – Reciprocal, Emphatic, Interrogative	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L081	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

A **reciprocal pronoun** expresses a mutual action or relationship.

In English, the reciprocal pronouns are ‘each other’ and ‘one another’. They are used as follows:

- ‘Each other’ is used when 2 people do the same thing.  
Example: Osman and Michael helped each other.
- ‘One another’ is used when more than 2 people do the same thing.  
Example: The pupils in the class helped one another.

**Emphatic pronouns** are the same as reflexive pronouns, but they are used differently. The following are the different emphatic pronouns:

- |              |              |             |
|--------------|--------------|-------------|
| • myself     | • yourself   | • himself   |
| • herself    | • itself     | • oneself   |
| • themselves | • yourselves | • ourselves |

An emphatic pronoun refers to another noun (or pronoun) in the sentence to emphasise it. Reflexive pronouns become emphatic pronouns when they are used to emphasise a noun.

Example: He himself brought me the book. The emphasis is on ‘he’. He brought me a book; it wasn’t someone else who did it.

**Interrogative pronouns** are pronouns used to make questions.

The 5 interrogative pronouns are ‘what’, ‘which’, ‘who’, ‘whom’ and ‘whose’. Each one is used to ask a very specific question or indirect question, as shown below:

- ‘What’ is used to ask questions about people or objects.  
Examples:
  - What do you want to eat?
  - What is your friend’s name?
- ‘Which’ is used to ask questions about people or objects.  
Examples:
  - Which of these dresses do you prefer?

- Which teacher is yours?
- 'Who' is used to ask questions about people.  
Examples:
  - Who is going to the party?
  - Who wants pizza?
- 'Whom' is more formal and less common today. It is used to ask questions about people.  
Examples:
  - You should ask whom to call.
  - Whom do you live with?
- 'Whose' is used to ask questions about people or objects, but it is always related to possession.  
Examples:
  - Whose book is this?
  - I wonder whose goat stole my carrots.

## Practice

### Activity 1

Fill in the blanks with the correct reciprocal pronoun:

1. Hassanatou and Mustapha got married to \_\_\_\_\_ last year.
2. The whole family congratulated \_\_\_\_\_ on the success of the party.
3. My friend and I asked \_\_\_\_\_ for help.
4. Ten of us worked with \_\_\_\_\_ to get the work finished.

### Activity 2

Fill in the blanks with emphatic pronouns:

1. Julius \_\_\_\_\_ brought the present.
2. Doris \_\_\_\_\_ asked me for my number.
3. You \_\_\_\_\_ told me the story.
4. I \_\_\_\_\_ will go and find the child.
5. They \_\_\_\_\_ were standing here.
6. We \_\_\_\_\_ can buy the house.

### Activity 3

Fill in the blanks with an appropriate interrogative pronoun to form a question. Note that there may be more than 1 correct answer.

1. \_\_\_\_\_ shoes do you like best?
2. \_\_\_\_\_ are you taking to the party?
3. \_\_\_\_\_ broke the window?
4. \_\_\_\_\_ are you giving this to?
5. \_\_\_\_\_ car is outside?



<b>Lesson Title:</b> Types of Pronouns – Indefinite and Problems with Pronouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L082	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

**Indefinite pronouns** are used to talk about people, places or things without saying exactly who or what they are. They end in ‘-body’ or ‘-one’ when referring to people. They end in ‘-where’ for places, and ‘-thing’ for things.

The table below shows how indefinite pronouns are formed:

	<b>Person</b>	<b>Place</b>	<b>Thing</b>
<b>All</b>	everyone everybody	everywhere	everything
<b>Part (positive)</b>	someone somebody	somewhere	something
<b>Part (negative)</b>	anyone anybody	anywhere	anything
<b>None</b>	no one nobody	nowhere	nothing

In most cases, indefinite pronouns ending in ‘-one’ or ‘-body’ are interchangeable. However, using indefinite pronouns ending in ‘-one’ can be considered more formal than indefinite pronouns ending in ‘-body’.

Pronouns can be challenging to use correctly. One of the most common problems is writing possessive pronouns correctly. Remember that possessive pronouns do not have an apostrophe:

- their – not ‘they’re’, which is ‘they are’
- your – not ‘you’re’, which is ‘you are’
- its – not ‘it’s’, which is ‘it is’

Another common problem is noun–pronoun concord. Concord is the agreement between 2 words of a sentence. The purpose of a pronoun is to take the place of, or refer back to, a noun in a sentence. Just like subjects and verbs, nouns and pronouns should agree in number within a sentence. They should also agree in gender.

The following are examples of noun-pronoun concord:

- Juliet drove the car because her mother did not need it.
  - Since 'car' is singular (there is only 1), use a singular pronoun (it) to replace 'the car'.
- All pupils must write their own essays.
  - Since 'all' is plural (it refers to more than 1), use a plural pronoun (their) to replace it.

## Practice

### Activity 1

Fill in the blanks with an appropriate indefinite pronoun:

1. I asked my brother to bring me a present, but he did not bring \_\_\_\_\_.
2. There was \_\_\_\_\_ in the classroom when I got there, but I did not know who it was.
3. My family came to say goodbye to me at the bus station. \_\_\_\_\_ was there.
4. I travelled \_\_\_\_\_ in Sierra Leone last year. I saw the whole country.
5. There is \_\_\_\_\_ that makes you feel as comfortable as home.
6. I asked at the market, but \_\_\_\_\_ knew where he was.
7. Do you want to go \_\_\_\_\_ after class and study?

### Activity 2

Select the correct word to complete the sentences from the options provided in brackets:

1. \_\_\_\_\_ first on the list for tomorrow. (your/you're)
2. Is this \_\_\_\_\_ coat? (your/you're)
3. \_\_\_\_\_ my shoes. (their/they're)
4. \_\_\_\_\_ books are in the kitchen. (their/they're)
5. The goat is eating \_\_\_\_\_ tail. (its/it's)
6. This is my calculator. \_\_\_\_\_ new. (its/it's)

### Activity 3

Complete the following sentences with the pronoun that agrees with the noun in the sentence:

1. Neither Peter nor Paul believed \_\_\_\_\_ would win the contest.
2. Both girls wanted to get \_\_\_\_\_ hair done at the salon.
3. Aminata rode \_\_\_\_\_ bicycle to school.
4. Musa ate all of \_\_\_\_\_ lunch before rushing to play football.
5. Have you had \_\_\_\_\_ birthday yet?

<b>Lesson Title:</b> Vocabulary Development – Sports	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L083	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

The WASSCE tests your knowledge of different general vocabulary areas. **Sports** is one of the areas tested. While each sport differs, there are key areas in which they are similar. Consider the following when developing your sports vocabulary:

- players
- equipment
- rules
- pitch, court or other place where the sport is practised

The following vocabulary is specific to football:

- Soccer: Another name for football
- Defender: A player who stops the ball before it gets to the goalkeeper
- Midfielder: A player who unites the defence and the offence
- Offence: A player who tries to get the ball to the goal
- Striker: A player who scores goals
- Goalkeeper: A player who tries to stop the ball from going into the goal
- To dribble: To move the ball with your feet
- To pass: To kick the ball to another teammate
- To tackle: To use the feet or shoulders to take the ball from another player
- Throw-in: A method of restarting the game when the ball goes off the pitch
- Header: Hitting the ball with your head
- Touch lines: The boundary lines on the side of the pitch
- Penalty area: A rectangular box in front of the goal
- Pitch: Football field

### Practice

#### Activity 1

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

## Football

People everywhere like to watch football. It is probably the most popular sport in the world. It is sometimes called **soccer** to distinguish it from American football, which has different rules.

There are different types of players in football. The **defenders** are the last line of players who can stop the ball before it goes into the goal. The **midfielders** help to unite the defenders and the **offence**, which is where most of the action takes place. The most popular players are the **strikers**, as they often score goals. Then, of course, there are the **goalkeepers** who have to stop the strikers from getting the ball into the net.

There are also different moves that players make. **Dribbling** is moving the ball with your feet while running, and **passing** is moving the ball to your teammates while trying to stop the other team from getting it. A player from the other team can get the ball by **tackling**, which is when they use their feet to take the ball from another player or use their shoulders to push them out of the way. When the ball goes off the pitch, a player gets it back on with a **throw-in**, holding the ball over his head and throwing it in with both hands while both feet are on the ground. Goalkeepers use a **drop kick** when they have caught the ball and want to kick it far down the **pitch** to their teammates. Because football players are not allowed to use their hands, they will often use a **header** to hit the ball and pass it to one of their players.

The pitch has different lines on it. The boundaries are the **touch lines** of the pitch, and the **penalty area** is a rectangle shape in front of each goal.

Football is definitely an exciting game. If you can't play it yourself, you should go and watch a game live. The atmosphere is electric!

### **Comprehension questions**

1. Where does football have different rules?
2. What do defenders do?
3. Where do midfielders usually play?
4. Who stops the strikers from scoring?
5. Why do players pass the ball?
6. What can players do with their shoulders?
7. What are football players not allowed to use?
8. Where is the penalty area?
9. What is the best way to watch a game?

### **Activity 2**

Fill in the blanks with the words from the word bank. You may need to change the tense of a verb or make a noun plural.

### Word Bank

soccer	header	goalkeeper	pitch	touch lines	penalty area	dribble
drop ball	striker	midfielder	pass	defender	offence	tackle

1. \_\_\_\_\_ is kicking the ball to another player.
2. The \_\_\_\_\_ has to stop the ball from going in the goal.
3. A \_\_\_\_\_ unites all the players.
4. The rectangular box in front of the goal is the \_\_\_\_\_.
5. You can \_\_\_\_\_ the ball while running.
6. Sometimes when a player is \_\_\_\_\_ he gets hurt.
7. The \_\_\_\_\_ is where the most exciting action takes place.
8. The \_\_\_\_\_ surround the pitch.
9. A \_\_\_\_\_ should be between the goalkeeper and the ball.
10. A \_\_\_\_\_ gets the ball back in play.
11. \_\_\_\_\_ players are famous all over the world.
12. Football clubs have to make sure the \_\_\_\_\_ is green and smooth.
13. A \_\_\_\_\_ is allowed but you cannot use your hands.
14. A \_\_\_\_\_ has to try hard to score goals.

<b>Lesson Title:</b> Vocabulary Development – Sports	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L084	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

The WASSCE tests your knowledge of different general vocabulary areas. **Sports** is one of the areas tested. While sports differ, there are key areas in which they are similar. Consider the following questions when writing about a sport:

- Who are the players? Do the athletes have a special name?
- Where is it played?
- How is it played?
- What are the rules?
- What equipment is used?

The following vocabulary is from the lesson:

Tennis	Basketball	Football	Swimming	Boxing
court	court	pitch	pool	ring
racquet	hoop	goal	length	ropes
umpire	uniform	uniform	swimsuit	gloves
match	referee	referee	referee	referee
whites	game	match	race	match

### Practice

Use your sports vocabulary to complete the following paragraph. You might have to make some of the nouns plural.

Some of the most popular sports in the world are tennis, basketball, football and boxing, and they all need different people, places and equipment. Tennis, basketball and football all have people called 1. \_\_\_\_\_, while in boxing they are simply called boxers and in swimming, swimmers. The people maintaining the rules in the sports are called 2. \_\_\_\_\_, except in tennis, where they are called 3. \_\_\_\_\_. Tennis and basketball are played on 4. \_\_\_\_\_, football is played on a 5. \_\_\_\_\_, boxing occurs in a 6. \_\_\_\_\_ with 7. \_\_\_\_\_ around it and, of course, swimming is done in a 8. \_\_\_\_\_. The equipment is different, too. For tennis you need to wear tennis 9. \_\_\_\_\_ and use a 10. \_\_\_\_\_. Basketball players wear their 11. \_\_\_\_\_ during the game and try to get the ball into a 12. \_\_\_\_\_. Swimmers wear a 13. \_\_\_\_\_ and need a swimming 14. \_\_\_\_\_ to swim in, while boxers wear shorts and have boxing 15. \_\_\_\_\_ on their hands. Being a professional 16. \_\_\_\_\_ involves lots of things, but you can start most of these sports anywhere if you have the desire to learn.

<b>Lesson Title:</b> Comprehending a Listening Passage – Debate	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL1-L085	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

A **debate** is a formal, structured argument. Two sides speak alternately for or against a motion. A **motion** is the topic of the debate.

The features of a speech given during a debate are as follows:

- States an opinion and presents an argument for or against a motion
- 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 spoken in front of an audience

### Practice

#### Activity 1

Read the following speech for a debate and answer the comprehension questions on it.

#### Children Should Have Daily Chores

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Claudette Senesie and I stand before you today to speak in favour of the motion: Children should have daily chores.

Children should have daily chores because it teaches them important life skills which they will need as adults. Chores give children an experience of real life where one must work to achieve order and cleanliness. A house is not just a place to rest, but it must be taken care of and maintained.

Daily chores teach discipline and responsibility. Children must learn these values early because they are required of adults in the workplace. Additionally, learning

skills like cooking, cleaning and basic repair will be essential if they are to succeed as adults.

Chores are also important because they make children understand that everyone must do their part in a family. Families help each other, and that includes taking care of the home. Parents must raise children who are capable of taking care of themselves. Without chores, children will lack basic home-care skills, which will lead to a disorganised house and laziness in adulthood.

Although others may say that children need time to relax and play and that doing chores takes away from this, I disagree. There is plenty of time for children to both do chores and enjoy themselves. In addition, others may argue that children should focus on school, and that doing chores does not leave them time to do their homework. However, as adults, they will need to work and maintain their homes so why not teach them these skills early so that they do not struggle later?

In conclusion, everybody in a household must have an equal part in housework, and that includes children. Chores will create responsible and disciplined children, which will benefit them in adulthood.

Thank you.

### **Comprehension questions**

1. According to the text, if children do not have basic home-care skills, what will happen?
2. What is required of adults in the workplace?

### **Activity 2**

Identify whether the following statements are true or false.

1. According to the text, children should do chores because their parents tell them to.
2. Chores teach children important tasks they will be required to do as adults.
3. Only children should do housework.
4. Cooking, cleaning and basic repair are skills that adults need.

### **Activity 3**

Make a list of all the reasons why children should **not** have daily chores.



<b>Lesson Title:</b> Debate	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L086	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

A **debate** is a formal discussion on a topic. The topic of a debate is called a motion. In a debate there are 2 sides: those who argue in favour of the motion and those who argue against the motion.

The steps for planning an argument for debate are:

- Choose a debate topic.
- Identify whether you have been assigned to argue in favour of or against the motion.
- Write an outline supporting your position.
  - List the major points of your argument followed by sub-points that support the main points.
- Include a **rebuttal** in your outline (a counter-argument as to why your opponent is wrong).

The features of a speech to be given in a debate are as follows:

- States an opinion and presents an argument for or against a motion
- 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 spoken in front of an audience

## **Practice**

### **Activity 1**

If you did not complete your speech outline in class, do so now. Once you have completed your outline, ask yourself the following self-check questions to make sure that you have included all the necessary information:

- Does your speech begin with vocatives?
- Have you identified the audience you are addressing?
- Have you identified whether you are for or against the motion?
- Do you have 3 arguments in support of your position?
- Do you have facts or examples to support each of your arguments?
- Have you identified a counter-argument to your position and a rebuttal to it?
- Does your closing have a summary of the main points from your speech and restate your position?

### **Activity 2**

When 2 people debate, one of them makes an argument, and the other follows with a rebuttal (a counter-argument). Practise creating at least 2 rebuttals for each of the following claims:

1. Uniforms prevent pupils from expressing themselves.
2. Schools should invest in teaching art and music.

<b>Lesson Title:</b> Debate	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L087	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

When writing a speech for a **debate**, it is important to consider your audience – whom are you trying to convince of your position? Remember, when writing a speech the language is formal; you should avoid contractions, slang or any other form of informal language.

Today's lesson is a continuation of the last lesson on writing a speech for a debate. You should have a completed, well-organised and structured written debate on completion of this lesson.

Keep in mind the following when writing your speech:

- Use vocatives to address the audience in the first paragraph.
- Introduce yourself, the motion and whether you are speaking in favour of or against it.
- Organise your paragraphs well with correct grammar, sentence structure and spelling.
- Address a counter-argument with a rebuttal after you have presented your arguments.
- Summarise and restate your argument in the conclusion.

Transition words can help the reader understand the direction of your thoughts. To improve your writing, you need to make sure that your ideas flow from one paragraph or sentence to the next.

The following table includes example transition words to use in a speech for a debate:

### Agreement / Similarity

- |                      |            |                |
|----------------------|------------|----------------|
| • in addition        | • again    | • as well as   |
| • coupled with       | • like     | • similarly    |
| • to say nothing of  | • uniquely | • additionally |
| • in the first place | • also     | • of course    |
| • equally important  | • equally  | • moreover     |

## Conclusion / Summary

- given these points
- generally speaking
- all things considered
- in the long run
- in conclusion
- to summarise
- after all
- altogether
- overall
- usually
- to sum up
- all in all

## Practice

### Activity 1

Identify whether the following statements are true or false. If a statement is false, explain why.

1. It is a good idea for the main point and sub-points of an argument to be in different paragraphs.
2. The only time the topic for debate needs to be written is at the top of the page.
3. Writing rebuttals in your speech is an important part of presenting an argument.

### Activity 2

Identify the transition words in the following paragraphs:

1. Although the cost of uniforms is high, the cost of buying clothes for a child to wear outside of school is expensive. Additionally, uniforms are reusable and can be passed down.
2. In conclusion, everybody in a household must have an equal part in housework, and that includes children. In the long run, chores will create responsible and disciplined children.

### Activity 3

Revise the speech you wrote in class to include transitional words and phrases.

Once you have finished your speech, ask yourself the following self-check questions:

- Did you use vocatives to address the audience in the first paragraph?
- Did you introduce yourself, the motion and whether you are speaking in favour of or against it?
- Did you organise your paragraphs well with correct grammar, sentence structure and spelling?
- Did you include a rebuttal to a counter-argument after presenting your own arguments?
- Does your closing summarise the main points from your speech and restate your position?

<b>Lesson Title:</b> Debate	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL1-L088	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

By participating in a **debate** we learn how to be persuasive. The goal of a debate is to convince the audience that your position is the correct one. In order to win the debate you must present logical arguments and counter-arguments and be able to address the opponent's counter-arguments with a rebuttal.

The following are some general guidelines for organising a debate:

#### Guidelines for a Debate

- Determine whether you will argue in favour of or against the motion.
- Those who are in favour have the affirmative position. Those who are opposed, the negative position.
- Those arguing in favour of the motion usually begin the debate.
- Begin the debate with a set time limit for each position.
- Use vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen).
- Introduce yourself, the motion, and whether you are in favour of or against the motion.
- Keep track of time.

When participating in a debate, remember:

- Speak with confidence.
- Speak with appropriate expression, speed, tone and intonation.
- Your voice should be loud and clear.
- Look at your audience and panel members while addressing them.
- When your opponent is speaking, listen very carefully.
- When your opponent speaks, you can take brief written notes or make mental notes of how you can counter their arguments with a rebuttal.

## **Practice**

### **Activity 1**

Read the rules of a debate in the overview and answer the following questions:

1. What is a motion?
2. When are vocatives used?
3. Who gives the first speech in a debate?
4. When is a rebuttal given?

### **Activity 2**

Reflecting on the debate in class, answer the following questions in 2-3 complete sentences:

1. When you were initially assigned a side in the debate, were you happy? Why or why not?
2. If you could do the debate over again, what would you do to make your argument better?

<b>Lesson Title:</b> Reading Skills Development – Reasoning	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L089	<b>Class:</b> SSS 1



### 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.

## Overview

**Reasoning** is the act of thinking about something in a logical way. It uses facts to draw sensible conclusions.

**Inductive reasoning** and **deductive reasoning** are 2 different types of reasoning that are commonly used when trying to come to a conclusion about something. These 2 types of reasoning are used in science, reading and everyday life.

The following are some characteristics of deductive reasoning:

- Deductive reasoning starts with a general theory and works its way to a conclusion based on evidence.  
Example: You know that all apples are fruits, and a Granny Smith is a type of apple. Therefore, the Granny Smith must be a fruit.
- Deductive reasoning deals with certainty.

The following are some characteristics of inductive reasoning:

- Inductive reasoning is the opposite of deductive reasoning.
- It deals with probability.
- It starts with a small observation and works its way to a theory by examining related issues.  
Example: The coin I pulled from the bag is a penny. The second coin I pulled is a penny. So is the third coin. Therefore, all the coins in the bag are pennies.
- Inductive reasoning allows for some conclusions to be false.  
Example: Harold is a grandfather. Harold is bald. Therefore, all grandfathers are bald.

## Practice

### Activity 1

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

## Gravy Trouble

Serah had bread crumbs and gravy smeared on her face. Her mother saw her and said, 'Go stand by the wall, Serah. I told you not to eat any more of that bread and gravy because they are for me to sell'. Serah tried to explain, but her mother would not listen.

It turned out that their neighbor gave Serah a loaf of bread with gravy that she had just made. The gravy was made with palm oil. If Serah's mother had looked around, she would have seen the palm oil on the white plate that the neighbor had left with Serah.

This is an example of jumping to conclusions. When the neighbor stopped by to get her plate, Serah's mother felt terrible for shouting.

### **Comprehension questions**

1. What type of reasoning did Serah's mother use?
2. How do you know she used that type of reasoning?
3. What lesson did Serah's mother learn about reasoning?
4. What type of reasoning will Serah's mother hopefully use next time?

### **Activity 2**

Read the following statements and identify whether they are an example of inductive or deductive reasoning:

1. Rachid leaves for school at 6:00 a.m. Rachid is always on time. Rachid assumes that he will always be on time if he leaves at 6:00 a.m.
2. All mammals are warm-blooded. An elephant is a mammal. Therefore, an elephant is warm-blooded.
3. All dogs that you have seen bark. Therefore, all dogs must bark.
4. Fatima moved to Freetown from Togo. Fatima speaks French. All people from Togo must speak French.
5. All numbers ending in 0 or 5 are divisible by 5. The number 35 ends with a 5, so it is divisible by 5.



<b>Lesson Title:</b> Reading Skills Development – Reasoning	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L090	<b>Class:</b> SSS 1



### 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 act of thinking about something in a logical way. It uses facts to draw sensible conclusions. When we talk about reasoning there are 2 main types: deductive and inductive reasoning.

**Deductive reasoning** starts with a general theory and works its way to a conclusion based on evidence. It is based on certainty.

**Inductive reasoning** is the opposite. It starts with a small observation and works its way to a theory by examining related issues. It deals with probability and may be incorrect.

When reading, we can use 3 levels of reading: reading on the lines, reading between the lines and reading beyond the lines. They can help us to better understand a text.

The following are features of **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.

The following are features of **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 a character act in a certain way? What does the figurative language mean?

The following are features of **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

Identify whether the following statements about the 'Three Levels of Reading' are true or false:

1. Reading between the lines means you look for extra words at the end of the sentence.
2. The literal meaning of the text is understood when you read on the line.
3. It is not important to read between the lines.
4. Reading beyond the lines is a way to relate the story to a bigger idea.

## **Activity 2**

Read the text and answer the comprehension questions on it.

### A Journey Across the World

My father came home one afternoon and announced that we would be moving across the country. He had lost his job and the only place that he could find work was with an old friend. He told us the journey would take three days by bus. To me, it felt like the end of the world.

I tearfully said goodbye to my classmates and packed up my most important possessions. I knew I had to be brave, but I was filled with worry.

On the first day of the journey the bus broke down. We waited for hours on the side of the road for help. It felt like a bad omen, and I began to think this was a sign that this move would be a disaster for our family.

On the second day it rained so hard that the roads became impassable. I cried into my coat, pretending I was sleeping, so my family would not know how scared I was. I imagined doom was awaiting us at our new home.

It took much longer than three days to arrive with all the mishaps we faced. I was sure that this move was the worst thing ever for my family and I would never be happy again. I missed my old school and my friends.

However, it has been three months in my new home now, and it is not as bad as I thought. I still miss my friends, but we stay in contact by texting. I have made new friends at my school, and now we are close to the ocean, which I had never seen before. It seems maybe I was mistaken when I thought our rough journey meant doom. Maybe it just showed me that sometimes you have to withstand the bad to get to the good.

## **Comprehension questions**

1. Why did it feel like the end of the world for the writer?
2. Reading between the lines, what does it mean when the writer says, 'It felt like a bad omen'? Is this an example of inductive or deductive reasoning?
3. Reading beyond the lines, what lesson can be taken from the story?
4. How do you think the writer will feel in another 6 months? Why did you make this assumption?

## **Activity 3**

If you read beyond the lines, how does the lesson in the story relate to your life? Write a paragraph about something similar that happened to you.

<b>Lesson Title:</b> Adjectives	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L091	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define adjectives and demonstrate understanding of their function in a sentence.
2. Demonstrate understanding of predicative and attributive adjectives.
3. Identify adjectives in a sentence.
4. Write sentences using different adjectives correctly.

### Overview

Adjectives are words that modify nouns and pronouns. They are 1 of the 8 parts of speech. They are either **attributive adjectives** or **predicative adjectives**, depending on where they appear in a sentence.

**Attributive** adjectives are easy to identify because they come before the noun or pronoun they modify.

The following are examples of attributive adjectives:

- She had **beautiful** hair.
- The **tall, thin** boy is called George.

**Predicative** adjectives come after a linking verb and modify the subject of the verb.

The following are examples of predicative adjectives:

- That dog seems **sad**.
- You look **smart**.
- The teacher is **late**.

### Practice

#### Activity 1

Read the following sentences and identify the adjective(s) in each. Then identify if they are predicative or attributive adjectives:

1. Margo travelled across the big, blue ocean by herself.
2. I did not want to play that silly game.
3. My friend gave me beautiful, red flowers.
4. The old building stood there sadly.
5. Everything is funny today.
6. She has so many friends!
7. The rice tasted old and stale.
8. John's hair looked shiny but felt stiff.

#### Activity 2

Write 2 sentences for each of the adjectives listed below. In 1 sentence, use the adjective as an attributive adjective, and in the other, as a predicative adjective.

1. clever
2. old
3. wise
4. colourful
5. sour

<b>Lesson Title:</b> Simple Past – Irregular Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L092	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Identify irregular verbs in the simple past in sentences.
2. Use irregular verbs in the simple past correctly in speech and in writing.

### Overview

**Irregular verbs** are any verbs that do not follow the regular spelling pattern. They do not follow the rules for conjugation in the simple past and past participle. It is important to practise using irregular verbs so that you memorise them and can use them correctly when speaking and writing.

### List of 30 common irregular verbs

bend – bent	rise – rose	teach – taught
bite – bit	sell – sold	tear – tore
bleed – bled	shoot – shot	throw – threw
dig – dug	shake – shook	wake – woke
forbid – forbade	steal – stole	weave – wove
lose – lost	shine – shone	win – won
mean – meant	stand – stood	shut – shut
put – put	stick – stuck	sleep – slept
ride – rode	swim – swam	sting – stung
ring – rang	sweep – swept	swing – swung

### Practice

#### Activity 1

Write a sentence for ten of the irregular verbs in the table.

#### Activity 2


Change the following positive sentences to negative sentences.

1. I shook the famous actor's hand.
2. A bee stung my little sister.
3. She tore her trousers on the wire.
4. The women sold their vegetables in the market.
5. I swam at Tokeh Beach.

#### Activity 3

Write 5 questions using the irregular verbs from the table in the simple past tense.

<b>Lesson Title:</b> Vocabulary Development – Idioms	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L093	<b>Class:</b> SSS 1

 <b>Learning Outcomes</b> By the end of the lesson, you will be able to: <ol style="list-style-type: none"> <li>1. Use context clues and inference to determine the meaning of idioms in a text.</li> <li>2. Demonstrate understanding of idioms by explaining them in your own words.</li> <li>3. Answer questions on a text.</li> </ol>
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## Overview

An **idiom** is a group of words or phrases that has a meaning completely different from the literal meaning of the individual words.

The features of an idiom are:

- An idiom is a group of words or phrases that has a meaning completely different from the literal meaning of the individual words.
- Idioms are common phrases or terms whose meaning is changed, but can be understood by their popular use.
- An idiom is a phrase whose meaning cannot be understood from the dictionary definition of each word taken separately.

The following are some common idioms in English:

Idiom	Meaning	Example
Could eat a horse	Very hungry	I am so hungry I could eat a horse.
To cry over spilt milk	To complain about a loss from the past	We cannot get our money back; there's no use crying over spilt milk.
In hot water	In trouble	The boys were caught stealing, and now they are in hot water.
To let the cat out of the bag	To tell something that was supposed to be secret	It was supposed to be a secret, but she let the cat out of the bag.
To cut corners	To do something badly to save money or time	The builders cut corners when fitting the doors, and now they do not close properly.
To see eye to eye	To agree on something	We agree on the solution; Musa and I really see eye to eye.
A cock and bull story	A ridiculous, unbelievable story	My brother told me that he won the lottery and was going to take me to Asia, but I knew it was a cock and bull story.

Actions speak louder than words	What you do tells more about your intentions than what you say.	Sarah speaks very sweetly, but she behaves very rudely; it is true that actions speak louder than words.
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## Practice

### Activity 1

Read the story and answer the comprehension questions on it.

#### A Cock and Bull Story

Mrs Bangura smiled at her class from behind her desk. Her class was full of hard-working and enthusiastic pupils. They were definitely not couch potatoes; rather, they loved to apply themselves fully to their lessons. When Mrs Bangura gave them an assignment, they were always on the ball. They put their thinking caps on and set to the task at hand right away.

The eager beavers loved to learn, so when Mrs Bangura surprised the class with a Maths quiz, they were delighted to take it. It was 10 pages long and it contained the most difficult questions. There was not a complaint from a single pupil. As Mrs Bangura handed out the quiz she told the class, 'Break a leg!'

Looking at the test, the pupils' faces were cool as cucumbers. They picked up their pencils and began to work quickly and efficiently. Soon the class was finished and they turned in their quizzes. 'It was a piece of cake!' one of the pupils told her.

'Briiiiiiiiiing!' The sound of the bell shook Mrs Bangura awake. She looked around to see her rowdy class gathering their bags and horsing around. She sighed. It was all just a dream!


### Comprehension questions

1. What does the idiom 'it was a piece of cake' mean, given the context?
2. What is the idiom in the last paragraph? What do you think it means?
3. What do you think Mrs Bangura's class is actually like?

### Activity 2

Rewrite the first paragraph of the story without any idioms.

<b>Lesson Title:</b> Vocabulary Development – Idioms	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L094	<b>Class:</b> SSS 1

 <b>Learning Outcomes</b> By the end of the lesson, you will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of idioms by using them to express an idea.</li> <li>2. Write a text using appropriate vocabulary and idioms.</li> </ol>
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## Overview

An **idiom** is an expression with a figurative meaning that differs from the literal meaning. We come across idioms every day – both in what we read and in conversation. Adding idioms to your writing can make it more interesting and more creative.

Here are some examples of how idioms can make sentences more interesting:

Sentence	Sentence with idiom
You can spend your money if you want to, but you should save it.	You can spend your money if you want to, but remember: <b>a penny saved is a penny earned.</b>
I know that Kamara will be late because he told me himself.	I know that Kamara will be late; I heard it <b>straight from the horse’s mouth.</b>
The national team trained hard all year, but Ronaldo got all the credit for winning the match.	The national team trained hard all year, but Ronaldo <b>stole their thunder.</b>
Poor Juliette does not feel well.	Poor Juliette is <b>under the weather.</b>

## Practice

### Activity 1

Below are some common idioms and their meanings. Write a sentence for each idiom:

1. At the eleventh hour: The last moment before something important happens
2. A fish out of water: A person who is in unfamiliar and uncomfortable surroundings
3. To kill 2 birds with 1 stone: To achieve 2 different things at the same time
4. To make a mountain out of a molehill: To make a problem bigger than it is
5. To put one’s heart and soul into something: To put all of one’s energy into something; to try one’s very best
6. To mind one’s own business: To avoid interfering in other people’s lives
7. To make ends meet: To earn enough money to live
8. A needle in a haystack: Something that is very difficult or impossible to find
9. Out of the blue: Unexpectedly; without warning
10. To throw in the towel: To give up; to admit that you cannot do something

### Activity 2

Revise the short story you wrote in class that ended with ‘He put his heart and soul into it’. / ‘She put her heart and soul into it’. Add at least 1 more idiom to your story.

<b>Lesson Title:</b> Vocabulary Development – Idioms	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L095	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Use context clues and inference to determine the meaning of idioms in a text.
2. Demonstrate understanding of idioms by explaining them in your own words.
3. Answer questions on a text.

### Overview

An **idiom** is a group of words or phrases that has a meaning completely different from the literal meaning of the individual words.

The features of an idiom are as follows:

- Idioms are common phrases or terms whose meaning is changed, but can be understood by their popular use.
- An idiom is a phrase whose meaning cannot be understood from the dictionary definition of each word taken separately.
- To understand the meaning of an idiom, one has to learn the whole expression.

The following are some common idioms in English:

- To rain cats and dogs: To rain heavily
- A runaway success: A great, immediate success
- To put an end to: To put a stop to
- To lose one's head: To become confused or over-excited
- Head over heels: Deeply, completely
- In black and white: In writing
- In the same boat: In the same, often unfortunate, circumstance
- Crocodile tears: False tears
- Dirt cheap: Extremely inexpensive
- To break the record: To do something that has not been done before
- To bite someone's head off: To answer someone angrily
- A skeleton in the closet: A terrible secret
- To face the music: To accept consequences or punishment



## Practice

### Activity 1

Using the above common idioms, replace the **bold** part of each sentence with the correct idiom.

1. It seems you and I find ourselves **in the same situation**.
2. She did not know if she could trust him so she said she needed it **in writing**.
3. Joyce snuck out of the house and got caught. Now she will have to **take her punishment**.
4. Any time my brother wants to get away with something, he cries **fake tears**.
5. I cannot believe the deal I got on my car! It was **very inexpensive!**
6. When Roy's album came out, he was an **immediate success**.

### Activity 2

Read the following sentences and choose the meaning that best fits each sentence.

1. I had not quite finished talking when the girl bit my head off! This means the girl:
  - a. bit off my head.
  - b. rudely interrupted me.
  - c. begged me to stop talking.
2. Miss Clarke was badly let down by her pupils. This means that her pupils:
  - a. were unhappy with her.
  - b. were not very clever.
  - c. disappointed her.
3. In spite of your opposition, I will vote for Kamara because he is cut out for leadership. This means Kamara is:
  - a. naturally suited for leadership.
  - b. determined for leadership.
  - c. leaving leadership.
4. Kofi cannot take a joke. This means he:
  - a. is not funny.
  - b. is not amused when someone plays a joke on him.
  - c. tells bad jokes.

<b>Lesson Title:</b> Vocabulary Development – Idioms	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L096	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

Learning how to use **idioms** appropriately in your writing will help you improve your writing skills. An idiom is an expression with a figurative meaning that differs from the literal meaning.

Here are some common idioms:

- To be born with a silver spoon in one's mouth: To be born rich
- To burn the candle at both ends: To dangerously exhaust one's energy by overworking
- To fall on deaf ears: To be ignored
- His bark is worse than his bite: What he does is not as bad as what he says.
- To keep a straight face: To hide one's amusement by not smiling
- To run into someone: To meet unexpectedly

### Practice

#### Activity 1

Explain the idioms in **bold** based upon their use in the following sentences:

1. I knew every answer on the Maths test. It was a **piece of cake!**
2. Esi and Broni both like to eat apples and read books. They are like **2 peas in a pod.**
3. I used all my savings to buy this new phone. It cost me an **arm and a leg!**
4. It was a secret until Isaac **let the cat out of the bag.** Now, everyone knows.
5. Wear a raincoat and bring an umbrella. **It's raining cats and dogs.**

#### Activity 2

Use the idioms found in the overview to complete the following sentences:

1. My mother was always lecturing my little brother about putting away his toys, but her complaints \_\_\_\_\_.
2. John was so bored in Science class. He found every assignment to be \_\_\_\_\_.
3. I was envious that my neighbour had fancy clothes she never had to work for. It was as if she \_\_\_\_\_.
4. My father is always yelling at me but \_\_\_\_\_.
5. My little sister looked so silly with her huge backpack on. It was difficult to \_\_\_\_\_.
6. Sarah was working full time and going to school full time. I was worried she was \_\_\_\_\_.



## Answer Key

<b>Lesson Title:</b> Verb Tense Review
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<b>Practice Activity:</b> PHL1-L049
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### Activity 1

1. present simple; past simple
2. past simple; past continuous
3. future simple; present continuous
4. future simple; present simple
5. present simple; past simple

### Activity 2

Example answers:

Present simple	Present continuous	Past simple	Past continuous	Future simple
I watch films that teach English.	I am watching a film that teaches English.	I watched films that teach English.	I was watching films that teach English when the power went off.	I will watch films that teach English.
He writes essays carefully.	He is writing the essay carefully.	He wrote the essay carefully	He was writing the essay carefully when the time expired.	He will write the essay carefully.
Joe and Mary harvest fruits.	Joe and Mary are harvesting fruits.	Joe and Mary harvested fruits.	Joe and Mary were harvesting fruits when I arrived.	Joe and Mary will harvest fruits.
The pupils ride on the bus.	The pupils are riding on the bus.	The pupils rode on the bus.	The pupils were riding on the bus when it ran out of petrol.	The pupils will ride on the bus.
The director distributes copies of the instructions.	The director is distributing copies of the instructions.	The director distributed copies of the instructions.	The director was distributing copies of the instructions, so we waited for her to finish.	The director will distribute copies of the instructions.

### Activity 3

1. c.   2. b.   3. b.   4. d.   5. b.

### Activity 4

1. Was Mrs Kamara teaching a geography lesson?
2. Does she work with little children?
3. Will the man repair the bicycles for everyone?
4. Did Alice jump higher than Abu?
5. Are we making another machine?

**Lesson Title:** Future Continuous Tense

**Practice Activity:** PHL1-L050

**Activity 1**

1. The bus for Bo **will be leaving** at 2 o'clock.
2. We **will be transferring** the furniture to a new residence.

**Activity 2**

<b>Positive/Affirmative</b>	<b>Negative</b>	<b>Question/Interrogative</b>
Sayo will be living in Kenema.	Sayo will not be living in Kenema.	Will Sayo be living in Kenema?
They will be taking our luggage.	They will not be taking our luggage.	Will they be taking our luggage?
Susan will be coming with us.	Susan will not be coming with us.	Will Susan be coming with us?
The country will be expecting significant growth.	The country will not be expecting significant growth.	Will the country be expecting significant growth?
The teacher will be sending us a text about the new books.	The teacher will not be sending us a text about the new books.	Will the teacher be sending us a text about the new books?

**Activity 3**

1. will be digging
2. will not be making
3. will be receiving
4. will be returning
5. will be running

**Lesson Title:** Reading Comprehension – Narrative

**Practice Activity:** PHL1-L051

**Activity 1**

1. Olivette, her mother, her father and her brother are travelling to Freetown.
2. They go to Freetown to sell their produce in the market.
3. She is called Olivette after her mother's favourite aunt.
4. Olivette follows a stranger and gets lost.
5. She was excited because she had never been to Freetown.
6. 'When we got to Freetown, I couldn't believe how big and crowded it was'.
7. Olivette is lost.
8. Olivette's experience improved when she sat on her mother's knee to avoid getting dirty. She could then look out the window and feel the breeze in her face.
9. The children of a rural family visit the city for the first time when their parents take them on a market trip, but in the market Olivette gets lost.

**Activity 2**

1. True
2. False
3. False
4. True
5. True
6. True
7. True
8. False

**Activity 3**

Example answers:

1. congested
2. very interested
3. adolescent
4. good for making money
5. happy

**Lesson Title:** Reading Comprehension – Narrative

**Practice Activity:** PHL1-L052

**Activity 1**

1. Olivette is overwhelmed by the crowd and fear of not finding her parents.
2. The people in the market are very busy, but caring. Multiple people offer to help Olivette.
3. The writer learns that it is dangerous not to pay attention to one’s surrounding.
4. A kind woman takes her to a policeman, who announces over the loudspeaker where she is.
5. Her mother was not angry; she had been worried. She thanked the woman who helped Olivette.
6. The police are available and have a public-address system to make announcements to people in the market.

**Activity 2**

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

**Activity 3**

1. True 2. False 3. True 4. True 5. False

**Lesson Title:** Classification of Nouns – Common, Proper

**Practice Activity:** PHL1-L053

**Activity 1**

1. False 2. True 3. False 4. True 5. False

**Activity 2**

Words	Proper nouns	Common nouns
computer	Shakespearean	computer
flood	London	flood
shakespearean	Mercedes-Benz	bag
bag	Suzan	store
london	Easter	police
mercedes benz	September	shoe
store	East Africa	generosity
suzan	Nokia	dry season
easter	Buddhism	tractor

**Activity 3**

Example answers:

1. Jenneh 2. town 3. Sahara Desert 4. brother 5. London 6. November 7. sight  
8. Christmas 9. gifts 10. Harrods

**Lesson Title:** Classification of Nouns – Concrete, Abstract

**Practice Activity:** PHL1-L054

**Activity 1**

1. True 2. False 3. True 4. False 5. True

## Activity 2

Words	Abstract nouns	Concrete nouns
damage	service	school
school	novel	dog
dog	food	servant
servant	quietness	flower
education	fish	manager
flower	parent	laptop
rudeness	parenthood	silver
manager	oil	cement
success	hostility	posters
power	anger	novel
laptop	basketball	food
silver	instruction	fish
cement	coach	parent
posters	humility	oil
		basketball
		coach
		crops

## Activity 3

Concrete: Mr Fayia, engineer, Mr Kapana, files, employee, employer, allowance, Freetown, materials, kitchen, furniture

Abstract: January, preparation, job, session, orientation, gratitude, office, resettlement, purchases

<b>Lesson Title:</b> Narrative Text
<b>Practice Activity:</b> PHL1-L055

## Activity 2

- Characters:
  - a tall, thin policewoman in uniform wearing a raincoat and a hat
  - she was as serious as an owl
  - an old man with a grey beard, wearing a long, black coat, a hat and a red backpack
- Setting:
  - a cold dark morning before the sun came up
  - the ground was wet and smelled of rain
  - the hotel was large and the parking lot was empty
- Actions:
  - the policewoman shouted angrily at the old man
  - the policewoman treated the old man like a criminal
  - the policewoman roughly grabbed the old man's backpack
  - the old man was shocked
  - the thief tried to quietly sneak away like a cat

<b>Lesson Title:</b> Narrative Text
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<b>Practice Activity:</b> PHL1-L056
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Example summary:

An old man was accidentally arrested by the police. He was arrested by a policewoman because the real thief had disguised himself as an old man. The incident took place very early in the morning outside of the Radisson Hotel in Freetown in 2009. The policewoman accused him of sneaking into the Radisson Hotel and stealing a diamond necklace. It was a case of mistaken identity, and she learned not to judge a book by its cover.

<b>Lesson Title:</b> Comprehending a Listening Passage – News Report
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<b>Practice Activity:</b> PHL1-L057
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### Activity 1

1. The radio station is Radio Salone and the news reporter is Abubakarr Hussein.
2. A medical conference was held in Freetown.
3. They are writing lessons learned in case of a new Ebola outbreak in Sierra Leone or elsewhere.
4. Crops can be destroyed by bad weather.
5. The storage areas will protect crops from bad weather and make sure profits are good.
6. They are going to discuss a new research project with faculty members from the University of Alberta.
7. The faculty members are from the physics and chemistry departments.
8. It is going to be mild and sunny.

### Activity 2

Example summary:

Organisers of a medical conference praised health workers from Sierra Leone and internationally for their quick response to the Ebola outbreak, stating that that they will use the experience in Sierra Leone to advise other countries.

The Ministry of Agriculture will provide grants to farmers with smallholdings to make storage areas for their produce to protect it from bad weather.

Representatives from Njala University will work in cooperation with the University of Alberta in physics and chemistry.

<b>Lesson Title:</b> Comprehending a Listening Passage – News Report
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<b>Practice Activity:</b> PHL1-L058
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Example answers:

- Who is involved? Health International, global experts
- What happened? A medical conference was held.
- Where did it happen? Freetown
- When did it happen? Yesterday
- Why did it happen? To discuss the response in Sierra Leone to the Ebola outbreak in 2014
- How did it happen? It was organised by Health International.



Example news report:

Good Morning from Radio Salone. This is Abubakarr Hussein with the 7 o'clock news.

Yesterday a medical conference was held in Freetown. It was organised by Health International and brought experts from all over the world to discuss the response in Sierra Leone to the Ebola outbreak in 2014. Local and international health workers were praised for their quick actions to control the virus, and a document is being written with lessons learned in case of another outbreak here or elsewhere.

That's the news for this morning from Radio Salone. It is going to be mild and sunny today. We'll be back on the hour, every hour, with news updates. Until then, enjoy the music.

<b>Lesson Title:</b> Pure Vowel Sounds – Long and Short Vowels
<b>Practice Activity:</b> PHL1-L059

**Activity 1**

1. foal 2. pun 3. caught 4. reel 5. paste 6. cry 7. pure 8. above 9. world 10. cot

<b>Lesson Title:</b> Pure Vowel Sounds – Long and Short Vowels
<b>Practice Activity:</b> PHL1-L060

**Activity 1**

<b>Long</b>	<b>Short</b>
cheap sleep stool school	arm palm cap mat fun run foot mill hit red pot bought taught word

**Activity 2**

<b>Long</b>	<b>Short</b>
see sea choose news shoes green	went red saw bought car hurt

	man dance can watch fell leg
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<b>Lesson Title:</b> Vocabulary Development: Animal Husbandry
<b>Practice Activity:</b> PHL1-L061

**Activity 1**

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

**Activity 2**

1. False 2. True 3. False 4. True 5. True

**Activity 3**

1. ruminant, regurgitates 2. predators, poultry 3. omnivore, herbivores  
4. extensive, quality of life, intensive 5. Herdsmen 6. roam

<b>Lesson Title:</b> Vocabulary Development: Animal Husbandry
<b>Practice Activity:</b> PHL1-L062

**Activity 1**

Example essay:

Why it is Important to Raise Our Own Animals

Animal husbandry is an important practice around the world. It is important to raise our own animals because they are a part of subsistence farming. Also, families that raise their own animals have a healthier diet. In addition, when we raise our own animals, we waste less than in industrial farming. All of these reasons are important.

Subsistence farming is when farmers focus on growing enough to feed their families. This is different than commercial farming, which focuses on production for sale. Raising animals is an important part of subsistence farming because families use all of the animal products. For example, they can drink milk or use sheep's wool to make blankets.

Families that raise their own animals have a healthier diet. This is for multiple reasons. On one hand, they can consume things that the animals produce. For example, they can take a cow's milk and drink it or use it to make other dairy products like cheese and yogurt. Also, animals raised on subsistence farms are often healthier. The animals eat natural plants and are not full of the chemicals and drugs that are injected into commercial livestock.

Furthermore, commercial and industrial farms produce a lot of waste. This is bad for the environment. Subsistence farmers use all of the animals and their by-products. They even use the manure for fertilisers. This makes subsistence farming more environmentally friendly.

Animal husbandry has many benefits. It is important to raise our own animals. This is a part of subsistence farming. Furthermore, families that raise their own animals have a healthier diet and waste less than commercial farming, which makes raising our own animals better for the environment.

<b>Lesson Title:</b> Reading Skills Development: WH Questions
<b>Practice Activity:</b> PHL1-L063

**Activity 1**

1. The child was found in a cave.
2. Wild dogs surround Peter.
3. The villagers were shocked to discover that wild dogs had cared for a lost child.
4. Peter left his home in early July.
5. Peter's parents reported his disappearance to the police and the police conducted a search.
6. They accepted his probable death and held a memorial service.
7. The dogs sensed that the farmer was not dangerous to the child.
8. Peter was going to visit his friend in a nearby village when he got lost.
9. Peter was unharmed but quite dirty.
10. Peter's village is in the north of the country.

**Activity 2**

1. True 2. False 3. False 4. True 5. True

**Activity 3**

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

<b>Lesson Title:</b> Reading Skills Development: WH Questions
<b>Practice Activity:</b> PHL1-L064

**Activity 1**

1. The article is about 2 identical twins, Mama Rosa and Mama Joan.
2. The incident took place last month.
3. Mama Rosa met her twin sister for the first time.
4. They met at a market stall.
5. They met when they both reached for the same tomato.
6. They were wearing different dresses.
7. They were both adopted.

**Activity 2**

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

<b>Lesson Title:</b> Classification of Nouns – Collective, Countable, Uncountable Nouns
<b>Practice Activity:</b> PHL1-L065

**Activity 1**

1. a 2. no article 3. the 4. no article 5. an 6. the 7. a 8. a 9. no article 10. a  
11. no article 12. a 13. no article

## Activity 2

Nouns		Countable	Uncountable	Collective
book	money	book	sugar	flock
film	beauty	film	love	furniture
flock	class	teacher	research	class
sugar	audience	mother	money	audience
love	phone	bread	beauty	committee
furniture	committee	phone	anger	public
teacher	anger	desk	advice	
mother	desk			
research	public			
bread	advice			

## Activity 3

Example sentences:

1. I paid **money** for the drink and put **sugar** in my **cup**.
2. She gave **advice** that **chairs** are the only **furniture** needed.
3. The **class** will do **research** on famous **scientists**.

<b>Lesson Title:</b> Classification of Nouns – Compound Nouns
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<b>Practice Activity:</b> PHL1-L066
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## Activity 1

1. False
2. True
3. False
4. True
5. False

## Activity 2

1. noun + noun
2. noun + preposition + noun
3. noun + noun
4. verb + noun
5. adjective + noun
6. noun + noun
7. noun + noun
8. noun + verb
9. noun + noun

## Activity 3

Example answers:

1. Use only 3 spoonfuls, not more.
2. Grown-ups are often more experienced than children.
3. We were embarrassed by the on-lookers.
4. The young graduates celebrated with their girlfriends.
5. Dad introduced 3 of his former classmates to us.

<b>Lesson Title:</b> Descriptive Text
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<b>Practice Activity:</b> PHL1-L067
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## Activity 2

Example outline:

Paragraph	Notes
1	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• The wedding was last Saturday. It was held at my parents' house. It was the wedding of my sister and new brother-in-law.</li> <li>• I was really excited about the celebration. I got a new dress to</li> </ul>

	<p>wear, and my sister bought me some beautiful earrings.</p> <ul style="list-style-type: none"> <li>• Three points: people, food, setting</li> </ul>
2	<p>People:</p> <ul style="list-style-type: none"> <li>• Everyone from both families was there – some I knew and some were new faces.</li> <li>• We all wore our best dresses and suits.</li> <li>• Everyone was greeting each other and bringing gifts.</li> </ul>
3	<p>Setting:</p> <ul style="list-style-type: none"> <li>• It was held at my parents' compound.</li> <li>• We decorated the place with ribbons and bows.</li> <li>• It was very clean and tidy.</li> <li>• Heard: people chatting, music playing, children laughing</li> <li>• Smelled: food cooking, people sweating, perfume in the air</li> <li>• Touched: itchy dress, fancy table cloth, beautifully wrapped presents, tight hairdo</li> </ul>
4	<p>Events:</p> <ul style="list-style-type: none"> <li>• The best part of the day was the cake – it was so delicious! It tasted like pure sugary delight in my mouth. It smelled like vanilla and it was a beautiful design, 3 layers high.</li> <li>• I looked at the cake all day, waiting for the moment I could finally taste it.</li> </ul>
5	<p>Conclusion:</p> <ul style="list-style-type: none"> <li>• The day made me feel special and excited for my sister.</li> <li>• The people looked wonderful, the food was delicious and the compound was magical – I had never seen it look so good.</li> </ul>

<b>Lesson Title:</b> Descriptive Text
<b>Practice Activity:</b> PHL1-L068

### Activity 1

Example checklist:

	Does my essay include the following?	Yes	No
1	A title		
2	Three paragraphs		
3	Correct spelling		
4	Correct grammar and sentence structure		
5	Descriptive language		
6	An introduction of the people in the story		
7	My name		

### Activity 2

Example paragraph:

My grandfather is the head of our family. He is as tall as a tree and although he is an old man, he is as strong as the young men in the family. He is a handsome man, always dressed smartly. He is also very funny and is always telling jokes. His smile can light up a room. He

smiles from ear to ear, and I love the gap between his front teeth because it makes me imagine what he looked like as a little boy.

<b>Lesson Title:</b> Pronouns
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<b>Practice Activity:</b> PHL1-L069
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**Activity 1**

1. True 2. False 3. True 4. True 5. True

**Activity 2**

1. we 2. them 3. She 4. he 5. They 6. us 7. We 8. it 9. we 10. us

**Activity 3**

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

<b>Lesson Title:</b> Types of Pronouns – Subject, Object Pronouns
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<b>Practice Activity:</b> PHL1-L070
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**Activity 1**

1. True 2. False 3. True 4. False 5. True

**Activity 2**

1. she 2. him 3. them 4. he 5. her 6. He 7. they 8. them 9. he 10. he 11. them

**Activity 3**

1. subject 2. object 3. subject 4. object 5. object 6. subject 7. object 8. object  
9. subject 10. object

<b>Lesson Title:</b> Paragraphs – Topic Sentence and Supporting Sentence
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<b>Practice Activity:</b> PHL1-L071
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Example paragraph:

There are many reasons why it is important for children to attend school. For example, reading and writing are important for their future, learning arithmetic helps them manage their money and attending school helps them learn social skills. If people cannot read and write, their life is very hard – they must rely on others to tell them information. Arithmetic is a very useful life skill that enables you to do the following: set up a business, handle your money and not get cheated, budget your salary and know how much you can afford to spend on things. Children also learn social skills at school that teach them how to deal with people, work in groups, share things and solve problems. Education is very important for children to become successful adults, so they should attend school regularly.

**Lesson Title:** Vocabulary Development: Suffixes

**Practice Activity:** PHL1-L072

### Activity 1

Suffixes	Noun	Verb	Adjective	Adverb
-ment	-ment	-y	-ful	-ly
-ing	-ness	-ed	-ian	-ward
-ness	-tion	-en	-ish	-ise
-ward	-age	-ing	-ive	
-ish	-ance	-ate	-al	
-ly	-ian	-ise		
-ious	-ism			
-tion	-er			
-er	-ty			
-ance	-ism			
-ism	-ty			
-age				
-ate				
-ive				
-al				

### Activity 2

Example answers:

1. Safety: The refugees ran for safety.
2. Engineer: He is a trained engineer.
3. Constructed: We constructed the new road.
4. Honestly: The prefect spoke honestly about the problem.
5. Respectfully: They addressed the teachers respectfully.
6. Given: I have given him the parcel.
7. Mixture: He made a mixture of rice and sugar.
8. English: If you are English, you are certainly British.
9. Stylish: Your dress is so stylish.
10. Immediately: The children rushed out immediately.

### Activity 3

Word	Part of speech	Suffix	Root word	Part of speech
suddenly	adverb	-ly	sudden	adjective
inclusive	adjective	-sive	include	verb
reluctantly	adverb	-ly	reluctant	adjective
mistaken	adjective	-en	mistake	noun/verb
consultant	noun	-ant	consult	verb
narrative	noun/adjective	-ive	narrate	verb
eastward	adverb	-ward	east	noun/adverb
funny	adjective	-ive	fun	noun/adjective

<b>Lesson Title:</b> Reading Skills Development: Context Clues (fable)
<b>Practice Activity:</b> PHL1-L073

### Activity 1

**Word****Context clue**

To hoard:	'... keeping it locked away from everyone and never spending it on things'.
Luxurious:	opposite explanation: '... run down, old, one-roomed wooden place, which was in desperate need of repair'.
Mistrustful:	'He always thought that people were out to swindle ...'
To swindle:	'...stealing his money'.
To deny:	he did not tell the truth about having money
Edgy:	'...became nervous ... went to check his money'.
To conceal:	'... in the earth, under the tree ...'
To be relieved:	He still had his money so he felt okay.
Rags:	'... his old trousers and shirt full of holes ...'
Donation:	'...an elder ... came to ask Francis for a donation to rebuild the toilets in the school'.
Deceitful:	He lied about the money again.
Disgust:	'... the dislike was written all over his face'.
To be agitated:	'... walking up and down outside his house, talking to himself ...'

### Activity 2

1. a. 2. a. 3. b. 4. a. 5. b. 6. a. 7. b. 8. a. 9. a. 10. a. 11. a. 12. b. 13. a.

<b>Lesson Title:</b> Reading Skills Development: Context Clues (fable)
<b>Practice Activity:</b> PHL1-L074

### Activity 1

1. The fable teaches the lesson, 'You get what you deserve'.
2. a. 'He sat on the ground with tears in his eyes'  
b. 'as fast as he could'  
c. 'he had to pay full prices'

### Activity 2

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

### Activity 3

1. refreshed 2. condition 3. magnanimous 4. devastated 5. dread 6. witless
7. cheer up 8. stashed 9. fend off 10. grumbled



<b>Lesson Title:</b> Types of Pronouns – Possessive and Demonstrative
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<b>Practice Activity:</b> PHL1-L075
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### Activity 1

1. **This** is for our neighbour.
2. You can take **that** for your little sister.
3. Is this **yours**?
4. **Those** do not belong there.

### Activity 2

1. My sister is in the same class as **theirs**.
2. Mohammed used the pencil and did not ask if it was **mine**.
3. This is her bag, not **yours**.
4. I lent Juliet my class notes because she did not have **hers**.
5. Her calculator is better than **mine**.
6. This flat is much smaller than **ours**.

### Activity 3

1. Charles has already eaten his sandwich, but I am saving **mine** until later.
2. I broke my arm last year. She has never broken **hers**.
3. We gave them our telephone number, and they gave us **theirs**.
4. I forgot my dictionary. Can I borrow **yours**?
5. You cannot have any chocolate! It is all **mine**!
6. We only borrowed the radio. It was not **ours**.

<b>Lesson Title:</b> Types of Pronouns – Relative, Reflexive
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<b>Practice Activity:</b> PHL1-L076
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### Activity 1

1. who 2. which 3. whose 4. who 5. whose 6. who 7. which 8. who

### Activity 2

1. itself 2. yourselves 3. himself 4. herself 5. ourselves 6. yourself 7. myself

### Activity 3

Example sentences:

- Myself – I can do my homework myself.
- Yourself – Can you please make the tea yourself?
- Himself – He rewarded himself with a new pair of shoes.
- Herself – She made herself something to eat.
- Itself – The light turns itself off at midnight.
- Oneself – One should always take care of oneself in a dangerous situation.
- Themselves – The pupils repaired the broken desks themselves.
- Ourselves – We do not need a travel agency because we can plan a trip to Ghana ourselves.

<b>Lesson Title:</b> Reading Comprehension – Drama
<b>Practice Activity:</b> PHL1-L077

**Activity 1**

1. They cannot decide what kind of shirt to buy for their father's birthday.
2. Fallubah thinks people do not need to be formal at work these days.
3. Fallubah thinks their father might get noticed by his bosses if he looks different.
4. Fatu does not want people laughing at their father.
5. Fatu is worried her friends will think their father is not a serious man.
6. It is not about her friends; it is about their father and his birthday.
7. Fatu is the eldest.

**Activity 2**

1. stick-in-the-mud
2. conventional
3. dishevelled
4. laughing stock
5. daring
6. clones
7. promotion
8. sophisticated
9. run-of-the-mill
10. brighten up

<b>Lesson Title:</b> Listening Comprehension – Drama
<b>Practice Activity:</b> PHL1-L078

**Activity 1**

Example paragraph:

The play is about 2 siblings, Fatu and Fallubah, who cannot agree on what shirt to buy their father for his birthday. Fatu wants to buy him a bright, flowery shirt so that he will stand out, but Fallubah thinks that they should buy him something conservative so that people will not laugh. In the end, they take each other's advice and buy the shirt opposite to what they had suggested.

**Activity 2**

Example sentences:

1. We need to take the cost into account before buying a new plough.
2. The teacher had concerns about the pupils' work.
3. I made a card for my mother and my sister did likewise.
4. I am sorry about our fight. Please accept this peace offering.
5. They are curious about the new principal.
6. The present is a surprise; don't peek!
7. He really took your advice to heart.
8. I thought you were wrong, but I have come around to your way of thinking.
9. I think you should consider taking the position.
10. Line up and alternate boys and girls.

<b>Lesson Title:</b> Drama
<b>Practice Activity:</b> PHL1-L079

<b>Exposition</b>	<b>Yes</b>	<b>No</b>
• Do you have well-developed characters?	<input type="checkbox"/>	
• Have you explained the situation through the characters' words and actions?	<input type="checkbox"/>	
• Have you made it clear why they are arguing?	<input type="checkbox"/>	
• Have you developed the setting? - Is it clear when the action takes place? - Is it clear where the characters are?	<input type="checkbox"/>	
<b>Rising Action</b>		
• Is there a problem, a conflict or an argument?	<input type="checkbox"/>	
• Do the characters have strong feelings about the situation?	<input type="checkbox"/>	
• Is there a climax – the moment where everything comes to a head?	<input type="checkbox"/>	
<b>Resolution</b>		
• Is there a solution to the problem?	<input type="checkbox"/>	
<b>Formatting</b>		
• Are the instructions to the actors in italics with brackets?	<input type="checkbox"/>	
• Does the dialogue have the name of the characters with colons and indents?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the play written in direct speech?	<input type="checkbox"/>	
• Does the play have a title?		

<b>Lesson Title:</b> Drama
<b>Practice Activity:</b> PHL1-TL080

**Answer Key**

Not applicable

<b>Lesson Title:</b> Types of Pronouns – Reciprocal, Emphatic, Interrogative
<b>Practice Activity:</b> PHL1-L081

**Activity 1**

1. each other 2. one another 3. each other 4. one another

**Activity 2**

1. himself 2. herself 3. yourself 4. myself 5. themselves 6. ourselves

**Activity 3**

1. Which 2. What 3. Who 4. Whom 5. Whose

<b>Lesson Title:</b> Types of Pronouns – Indefinite and Problems with Pronouns
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<b>Practice Activity:</b> PHL1-L082
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**Activity 1**

1. anything
2. someone
3. everyone
4. everywhere
5. nowhere
6. nobody/no one
7. somewhere

**Activity 2**

1. you're
2. your
3. they're
4. their
5. its
6. It's

**Activity 3**

1. he
2. their
3. her
4. his
5. your

<b>Lesson Title:</b> Vocabulary Development: Sports
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<b>Practice Activity:</b> PHL1-L083
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**Activity 1**

1. Football has different rules in America.
2. They defend the goal from the ball.
3. They usually play in the middle of the pitch.
4. The goalkeeper stops strikers from scoring.
5. They pass to stop opposing players from getting the ball.
6. They can use their shoulders to tackle.
7. They are not allowed to use their hands.
8. It is in front of the goal.
9. The best way to watch a game is live.

**Activity 2**

1. passing
2. goalkeeper
3. midfielder
4. penalty box
5. dribble
6. tackled
7. offence
8. touch lines
9. defender
10. drop ball
11. Soccer
12. pitch
13. header
14. striker

<b>Lesson Title:</b> Vocabulary Development: Sports
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<b>Practice Activity:</b> PHL1-L084
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1. players
2. referees
3. umpires
4. courts
5. pitch
6. ring
7. ropes
8. pool
9. whites
10. racquet
11. uniforms
12. hoop
13. swimsuit
14. pool
15. gloves
16. athlete

<b>Lesson Title:</b> Comprehending a Listening Text – Debate
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<b>Practice Activity:</b> PHL1-L085
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**Activity 1**

1. If children lack home-care skills, it will lead to a disorganised house and laziness in adulthood.
2. Discipline and responsibility are required in the workplace.

**Activity 2**

1. False
2. True
3. False
4. True

### Activity 3

Example answers:

- Children already have enough to do, such as going to school and doing homework.
- A child's focus should be on doing well in school because that is more important for getting a job.
- Children need time to relax and rest.

<b>Lesson Title:</b> Debate
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<b>Practice Activity:</b> PHL1-L086
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### Activity 2

Example rebuttals:

1. There are many ways pupils can express themselves other than through clothing. Wearing uniforms encourages them to express themselves in other ways, such as through art and drama.
2. Studying art and music takes time away from learning core subjects such as Maths and English. Resources would be better spent on books and science equipment than on art supplies.

<b>Lesson Title:</b> Debate
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<b>Practice Activity:</b> PHL1-L087
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### Activity 1

1. False. The main point and sub-points should be in the same paragraph to make a well-organised argument.
2. False. The topic should be clear throughout the paper.
3. True.

### Activity 2

1. Although; additionally
2. In conclusion; in the long run

<b>Lesson Title:</b> Debate
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<b>Practice Activity:</b> PHL1-L088
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### Activity 1

1. A motion is the topic for debate.
2. Vocatives are used to address the audience.
3. Those in favour of the motion give the first speech in a debate.
4. A rebuttal follows an argument or a counter-argument.

### Activity 2

Example answers:

1. No, because I thought that I had a better argument for the other side. It was difficult for me to come up with ideas for the motion.
2. If I could do the debate over again, I would spend more time doing research. If I did more research, I would have stronger arguments.

<b>Lesson Title:</b> Reading Skills Development: Reasoning
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<b>Practice Activity:</b> PHL1-L089
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**Activity 1**

1. Serah's mother first used inductive reasoning.
2. Inductive reasoning allows for some conclusions to be false, and Serah's mother had come to a false conclusion.
3. Not to jump to conclusions
4. Inductive reasoning, verified by more careful observation

**Activity 2**

1. inductive 2. deductive 3. inductive 4. inductive 5. deductive

<b>Lesson Title:</b> Reading Skills Development: Reasoning
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<b>Practice Activity:</b> PHL1-L090
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**Activity 1**

1. False 2. True 3. False 4. True

**Activity 2**

1. It felt like the end of the world because the writer had to move across the country.
2. Because the bus broke down, it seemed like a bad sign. This is an example of inductive reasoning.
3. Example answer: The lesson that can be taken from the story is that although sometimes things may seem bad in the beginning, they do not always turn out that way.
4. Example answer: I think the writer will be happy and feel at home in 6 months' time. I made this assumption because after 3 months the writer is already happier than at the beginning of the text.

**Activity 3**

Example answer:

When I was younger, I was very nervous about performing in the school play. I told my mother that I did not want to do it because I knew I was a terrible actress. My mother told me I had no choice because there was no one else to do it. I was so angry. However, after the play, I realised that I had done a good job. All my friends congratulated me and I was happy I had done it.

<b>Lesson Title:</b> Adjectives
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<b>Practice Activity:</b> PHL1-L091
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**Activity 1**

1. Attributive – big, blue
2. Attributive – silly
3. Attributive – beautiful, red
4. Attributive – old
5. Predicative – funny
6. Attributive – many
7. Predicative – old, stale
8. Predicative – shiny, stiff

## Activity 2

Example sentences:

1. I see many **clever** children. The children I see are **clever**.
2. The goat was very **old**. The **old** goat has a cough.
3. My grandfather is very **wise** and always gives the best advice. My **wise** grandfather always gives the best advice.
4. We saw a **colourful** feather on the ground. The feather we saw on the ground was **colourful**.
5. The apple tasted **sour**. I did not like the taste of the **sour** apple.

<b>Lesson Title:</b> Comprehending a Listening Passage – Descriptive Text
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<b>Practice Activity:</b> PHL1-L092
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## Activity 1

Example sentences:

1. The man stood and gave his speech.
2. I rose out of my chair to greet the visitors.
3. The policeman shot the suspect in the leg.
4. Mother shook the mat to get rid of the dust.
5. The sun shone brightly all afternoon.
6. The glue stuck to my dress and I could not get it off.
7. The branches bent in the wind.
8. I bit into a delicious piece of juicy pineapple.
9. The baseball player threw the ball to home plate to stop a home run.
10. Last week I rode in my aunt's new car.

## Activity 2

1. I did not shake the famous actor's hand.
2. A bee did not sting my little sister.
3. She did not tear her trousers on the wire.
4. The women did not sell their vegetables in the market.
5. I did not swim at Tokeh Beach.

## Activity 3

Example questions:

1. Did they win the match?
2. Who lost the election?
3. Who swept the floor?
4. Did you ride a horse?
5. Did you steal my pen?

<b>Lesson Title:</b> Vocabulary Development: Idioms
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<b>Practice Activity:</b> PHL1-L093
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## Activity 1

1. 'It was a piece of cake' means it was easy.
2. The idiom in the last paragraph is 'horsing around'. It means that the pupils were playing around and not being serious.
3. Mrs Bangura's class is probably not as studious and serious as she would like.

## Activity 2

Example answer:

Mrs Bangura smiled at her class from behind her desk. Her class was full of hard-working and enthusiastic pupils. They were definitely not lazy; rather, they loved to apply themselves fully to their lessons. When Mrs Bangura gave them an assignment, they started doing it right away. They concentrated and set to the task at hand at once.

<b>Lesson Title:</b> Vocabulary Development: Idioms
<b>Practice Activity:</b> PHL1-L094

## Activity 1

Example sentences:

1. The passenger arrived at the bus stop at **the eleventh hour**.
2. I had just changed schools, so I felt like a **fish out of water** in my new class.
3. Boima **killed 2 birds with 1 stone** when he obtained top marks on the WASSCE and a scholarship to university at the same time.
4. My sister was very upset when I ate the last biscuit, but she was **making a mountain out of a molehill**.
5. She **put her heart and soul into** every song she sang.
6. My brother tried to find out about my problems with mother, but I told him to **mind his own business**.
7. This year the bad weather damaged their farm and it was hard to **make ends meet**.
8. My sister wanted to find the perfect wedding dress she had seen in a magazine, but it was like **looking for a needle in a haystack**.
9. **Out of the blue**, the teacher gave them a surprise test.
10. The boxer wanted to keep fighting, but eventually he had to **throw in the towel**.

## Activity 2

Example story:

**Out of the blue** one day, my sister came to me to tell me she had been chosen to be on the netball team at school. She was so excited because she had loved the game since she was young. At her first game, she missed every shot. But in the end, it did not really matter, because she had given it her heart and soul.

<b>Lesson Title:</b> Vocabulary Development: Idioms
<b>Practice Activity:</b> PHL1-L095

## Activity 1

1. in the same boat
2. in black and white
3. face the music
4. crocodile tears
5. dirt cheap
6. runaway success

## Activity 2

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



<b>Lesson Title:</b> Vocabulary Development: Idioms
<b>Practice Activity:</b> PHL1-L096

### **Activity 1**

Example answers:

1. It was very easy.
2. They are so similar, they are nearly the same.
3. It cost a lot of money.
4. Issac told a secret.
5. It is raining heavily.

### **Activity 2**

1. fell on deaf ears
2. a piece of cake
3. was born with a silver spoon in her mouth
4. his bark is worse than his bite
5. keep a straight face
6. burning the candle at both ends

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