



Ministry of  
Basic and  
Senior  
Secondary  
Education

Pupils' Handbook for  
Senior Secondary  
*English*  
*Language*

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## Foreword

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

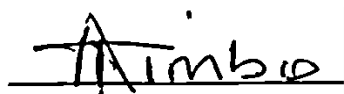
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



**Mr. Alpha Osman Timbo**

Minister of Basic and Senior Secondary Education

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

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









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# Introduction to the Pupils' Handbook

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

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



## **KEY TAKEAWAYS FROM SIERRA LEONE’S PERFORMANCE IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION – ENGLISH 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> Introducing Self and Others	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL1-L001	<b>Class:</b> SSS 1



### **Learning Outcomes**

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

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

### **Overview**

When introducing yourself to people, try to think of interesting topics. For example: where you come from, your interests, things you like, things you do not like.

Remember, you will need to use different tenses for facts and information from the past. When you are introducing other people, do not forget to use the verb endings for the third person.

### **Practice**

1. Imagine you have to introduce one of your family members to someone new. Think about what you would say. Try to include:
  - Name
  - Age (if they are a child)
  - Where they were born or where they come from
  - What they do – job or school
  - Things they like doing
2. Write an introduction and practise reading it aloud.
3. Read the introduction aloud to yourself and then practise reading it aloud to others. You can practise introducing different family members to each other as well.

<b>Lesson Title:</b> Simple Present Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L002	<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 simple present tense.
2. Identify the simple present in sentences.
3. Use the simple present correctly in speech and in writing.

### Overview

The **simple present** tense is used for stating general facts, repeated actions, emotions and wishes.

Examples: Horses run fast. Chemistry is a science.

For positive sentences, the verb must agree with the subject. When he/she/it is the subject, you have to add '-s' or '-es' to the end of the verbs.

Examples: She **lives** in Bo. He **catches** fish every week. It **tastes** good.

### Practice

#### Activity 1

Complete the following sentences using the verbs in the word bank. Put one verb in each sentence in the correct form.

want	be	arrive	be	study	travel	rain	use	improve	listen
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1. They \_\_\_\_\_ at the secondary school in town.
2. He \_\_\_\_\_ to visit his grandparents.
3. Reading \_\_\_\_\_ your vocabulary.
4. The bus \_\_\_\_\_ at 4 o'clock.
5. Sierra Leone \_\_\_\_\_ in West Africa.
6. Goats \_\_\_\_\_ very clever.
7. We \_\_\_\_\_ to the radio every morning.
8. I \_\_\_\_\_ to Bo once a month.
9. Cars \_\_\_\_\_ petrol.
10. It always \_\_\_\_\_ in August.

#### Activity 2

Read the following paragraph carefully. Rewrite the paragraph, changing it from the first person (I) to the third person (he, she). Remember to change the verbs as well.

I am a pupil at Government Municipal Secondary School. Every day I get up early, before the sun rises. I eat breakfast and feed my little sister while my mother and father prepare to go to work. I walk to school with friends, but once I arrive, I go to my

own classroom. This term I am studying Chemistry. I work very hard in class because I want to get a scholarship to study Chemistry in university. After school, I do extra reading to prepare for the WASSCE. If I score well on the examinations, I will go to university.

<b>Lesson Title:</b> Simple Present Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L003	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Use the present simple in the negative.
2. Use the present simple to ask and answer questions.

### Overview

The **simple present** tense is used for stating general facts, repeated actions, emotions and wishes.

Examples:

- Horses run fast.
- Chemistry is a science.

For negative sentences, the verb does not change. When using the verb 'to be' (am/is/are), add 'not' to make the sentence negative. For sentences using other verbs, add 'do' (I/you/we/they) or 'does' (he/she/it/one).

Examples:

- Horses do not run fast.
- Art is not a science.

Questions follow the same rules as negatives, but the word order must change.

When using the verb 'to be', put am/is/are at the start of the question and a question mark at the end. For other verbs, use a helping verb like 'do' and do not change the main verb.

Examples:

- Does the bus go fast?
- Are elephants clever?

### Practice

#### Activity 1

Identify whether the following statements are true or false in the simple present tense.

1. With the first person singular subject, the verb ends in '-s'.
2. We use the simple present to express completed actions.
3. With a third person singular subject, the verb ends in '-s'.
4. Simple present tense expresses habitual actions but not fixed ideas that are always true.
5. Simple present tense expresses habitual actions and ideas that are always true.

## Activity 2

Using 'do' or 'does', change the following sentences into the negative.

1. My sister and I go to school on the first bus.
2. The zookeeper tames young lions in the open field.
3. I detest visiting the hospital during an epidemic.
4. A space craft normally flies lower than a passenger plane.
5. They spend more money on food than on fuel.

## Activity 3

Change the following statements into questions.

1. There are wild animals in the Gola Forest.
2. A she-goat whelps every year.
3. Saffiatu and Amadu write faster than every other person in the class.
4. The human brain is more efficient than a computer.
5. All of the girls delight in Mathematics and Science.

## Activity 4

Correct the double negative in each of the following sentences.

1. Steven denies that he is not the owner of the wallet.
2. Our manager refuses not to accept late applications.
3. The cow does not go nowhere without its tail.
4. No sentence in a good essay is not unclear.
5. The officers at the checkpoint do not allow no passage of stolen goods.

## Activity 5

Answer the following questions using the simple present, starting with 'Yes' or 'No'.

1. Does a battlefield soldier really need a gun?
2. Is Chemistry as necessary a school subject as English?
3. Are girls weaker at schoolwork than boys?
4. Does it rain more heavily in the desert than along the coast?
5. Is Africa less populated than China?

## Activity 6

Complete the paragraph below by filling in the correct simple present tense of each of the verbs in brackets.

Joe \_\_\_\_\_ (1. to work) hard at school but never \_\_\_\_\_ (2. to make) grades as high as \_\_\_\_\_ (3. to do) Miata and Lamin, who \_\_\_\_\_ (4. to seem) casual with their books. I \_\_\_\_\_ (5. to wonder) why. Mr Saffa \_\_\_\_\_ (6. to be) rather sarcastic towards Joe's efforts. He \_\_\_\_\_ (7. to say) that the boy is always busy doing nothing.

<b>Lesson Title:</b> Dialogue	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L004	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Read and understand a dialogue.
2. Summarise the key information in a text.
3. Answer questions on a text.

### Overview

A **dialogue** is a conversation between 2 or more people. When reading or listening to a dialogue, pay attention to who the speakers are and the tenses that they use. If the dialogue expresses someone's opinion, make it clear in your summary that it is their opinion and not a fact.

### Practice

#### Activity 1

Read the following dialogue between 2 friends and answer the comprehension questions.

#### Dialogue: A Trip to Kano

*Aminata is telling Charles about a trip she recently took to Kano.*

Charles: Hi Aminata, how was your trip?

Aminata: It was very good. Kano is a very interesting city.

Charles: Is it a big place?

Aminata: It is really big. There are lots of people and cars and buses. It is always noisy and there are many things going on day and night. It is really hot and dusty, but a fun place to be.

Charles: What is the currency in Nigeria?

Aminata: It is the naira. For the first few days I had problems calculating the amounts, but later it became normal for me.

Charles: Tell me about the food. What do people eat in Nigeria? Is it spicy? Do you prefer it to our food in Sierra Leone?

Aminata: The food is good, but not as good as ours. It is very spicy. They eat a lot of jollof rice.

Charles: It sounds like you had an interesting trip and had new experiences. Would you go back to Nigeria again?

Aminata: For sure, but next time I want to go to Lagos.



### **Comprehension questions**

1. What is the dialogue about?
2. Quote a sentence that shows you what the dialogue is about.
3. What does Charles ask about?

### **Activity 2**

Identify whether the following statements are true or false.

1. Aminata visited Lagos.
2. Aminata is impressed with Nigerian food but prefers the food in Sierra Leone.
3. Aminata thinks Kano is hot and rainy.
4. The speakers make no comparisons in the dialogue.
5. The dialogue contains a narration but no description.

### **Activity 3**

Answer the following questions in 1 or 2 sentences.

1. Why do you think Aminata likes Nigeria?
2. What did Aminata struggle with during the visit to Kano?
3. Summarise the dialogue in your own words.

<b>Lesson Title:</b> Parts of Speech	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L005	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

There are 8 parts of speech. Learn each one well so that you can clearly distinguish each of them and become familiar with their use. Remember, the best way to identify the part of speech a word belongs to is by the function that word performs in a sentence.

The table below explains each of the 8 parts of speech:

Part of speech	Definition	Examples
<b>Noun</b>	Nouns name people, places, ideas or things.	house, book, love, sky, rice
<b>Pronoun</b>	Pronouns replace nouns – often to avoid repetition.	he, she, we, their
<b>Verb</b>	Verbs show action or state of being and the time of that action or state – past, present or future.	run, study, move, smile
<b>Adjective</b>	Adjectives describe or modify nouns. They show things like size, appearance and number.	big, handsome, green
<b>Adverb</b>	Adverbs modify verbs, adjectives, or other adverbs. They show how, when, where and how much.	slowly, carefully, fast
<b>Preposition</b>	Prepositions show how a noun or pronoun is related to another word in a sentence.	in, at, on, under, through
<b>Conjunction</b>	Conjunctions join 2 or more words, phrases or clauses.	and, but, or
<b>Interjection</b>	Interjections show excitement or emotion and are usually followed by the use of the exclamation mark.	Wow! Oh! Hooray!

## Practice

### Activity 1

For each of the sentences below, identify the parts of speech of the words in **bold**.

1. The girl was both **intelligent** and **confident**.
2. James **is** good at Mathematics but **writes** rather slowly when the teacher **stands** close to him.
3. They drove **beyond** the river and **through** the forest.
4. The lion leapt at the antelope **but** failed to reach it **and** fell into the ditch.
5. The team is **often** jubilant, **very** sure and works **quite hard**.
6. **He** placed all of **them** in 1 room to feed **them**.
7. **Whoops!** I nearly reached the ground.
8. Each **candidate** needs **paper**, a **pen** and a **set** of mathematical **instruments**.
9. The instructor **invited** Simbo home and **offered** him a gift.
10. The **internet** provides **information** for all **pupils** who desire to find out.

### Activity 2

For each of the sentences below, identify the parts of speech of the words in **bold**. Remember to pay close attention to how the word is used in the sentence.

1. People of different **races** **race** across the finish line.
2. If you complete the **above**, you shall be **above** everyone else and you shall have complete success.
3. Will he **act** in the next **act** of the play?
4. Use the **brush** to **brush** your hair.
5. If you work with **print** media, you must learn to **print**.

### Activity 3

Write a sentence that contains at least:

1. A noun, a verb and 2 prepositions.
2. Two pronouns, a noun, 2 adverbs and a verb.
3. Three adjectives, 2 nouns and an interjection.
4. Two nouns, 2 adverbs, a conjunction and 2 prepositions
5. An adjective, a pronoun a verb and 2 conjunctions.

<b>Lesson Title:</b> Parts of Speech	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L006	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

The table below revises each of the 8 parts of speech:

Part of speech	Definition	Examples
<b>Noun</b>	Nouns name people, places, ideas or things.	house, book, love, sky, rice
<b>Pronoun</b>	Pronouns replace nouns – often to avoid repetition.	he, she, we, their
<b>Verb</b>	Verbs show action or state of being and the time of that action or state – past, present or future.	run, study, move, smile
<b>Adjective</b>	Adjectives describe or modify nouns. They show things like size, appearance and number	big, handsome, green
<b>Adverb</b>	Adverbs modify verbs, adjectives or other adverbs. They show how, when, where and how much.	slowly, carefully, fast
<b>Preposition</b>	Prepositions show how a noun or pronoun is related to another word in a sentence.	in, at, on, under, through
<b>Conjunction</b>	Conjunctions join 2 or more words, phrases or clauses.	and, but, or
<b>Interjection</b>	Interjections show excitement or emotion and are usually followed by the use of the exclamation mark.	Wow! Oh! Hooray!

### Practice

#### Activity 1

Name the part(s) of speech of the **bold** word(s) and state what they do in the sentence.

Example:

It is **extremely** difficult to crush a boulder.

Adverb – modifies the adverb 'difficult'.

1. Tom chased **his** father and handed him a letter.
2. David trained non-stop **while** his opponents frolicked.
3. The convict walked nervously **between** the 2 guards.
4. We must speak **fluently** and confidently at the examination.
5. **Many** strong women assembled for the conference.
6. **That** building stands taller than those 2.

### Activity 2

Name the part of speech of each of the **bold** words in the passage.

Ayo did not **hesitate** to choose a room in the **5-star** hotel, where he expected that his **school** friend from Nigeria would stay **during** his **3-day** visit to Sierra Leone. The receptionist **welcomingly** held out the **silver** keys to Ayo, instructing a staff member to lead the guest to a single room at the far end of **Banjul**, the **most elegant** building in the **complex**.

### Activity 3

Identify whether the following statements are true or false.

1. An adjective does not modify a preposition.
2. A verb expresses what the noun or pronoun does.
3. A conjunction joins single words but not groups of words.
4. An interjection does not normally fit into the structure of a sentence.
5. Each word in English fits into at most 2 parts of speech.

<b>Lesson Title:</b> Reading Skills Development – Skimming	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L007	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

**Skimming** is a technique a reader uses to read quickly. For example, if you have a long text and you want to know if it is useful, or you do not have time to read every word carefully, you can use skimming. The following are examples of skimming techniques:

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

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

### Practice

Read the text quickly and purposefully in order to get the general idea of the text. Then answer the comprehension questions on it.

#### The Causes of Dirty Beaches and a Solution

People who live in a country with beaches will know that they sometimes get very dirty. There are different ways that this happens. It can be from natural events or through the bad habits of people. Some people are making an effort to clean their beaches and make the environment more pleasant for everyone.

Natural events like storms can cause beaches to become unpleasant to be on, and animals can make a mess, too. Storms can cause the sea to put lots of seaweed and dead fish on the sand. There can also be dead plants and animals washed down from hills and surrounding areas. Dogs playing or sleeping on the beach can leave waste behind, and so can birds.

People are probably the biggest cause of dirty beaches, though, because they are untidy and thoughtless. They go for picnics and leave behind empty bottles and plastic wrappers. The wrappers are dangerous for sea animals who can swallow them and die, and the bottles can break and cut other people and animals. People making fires on beaches also leaves behind dirty, burned areas.

In some countries, there are events where school children clean up the beaches. Their whole class goes with large bin bags and spends the day collecting rubbish and making sure it gets disposed of safely. This has two effects. One, it makes the beach cleaner for others, and two, it makes the children less likely to litter the next time they go for a day out because they have seen the effects.

Beaches can be dirty because of natural events or because people are untidy. Clean beaches are important for everyone. People, animals and sea life need a beautiful, clean, safe environment to live, work and play in. Everyone can help to make this happen.

### **Comprehension questions**

1. What do you learn from the title of the text?
2. What details would you anticipate after reading sentence 1 of paragraph 3?
3. Why would you think that reading just the last paragraph could suffice?
4. Why would the first paragraph alone be useful for skimming?
5. Summarise the text in 2 sentences.
6. Write 1 word from the title that reflects the first sentence of the fourth paragraph.
7. Quote the part of the title that reflects the first sentence of paragraph 2.

<b>Lesson Title:</b> Reading Skills Development – Scanning	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L008	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

**Scanning** is a reading technique used to look for specific information. Scanning saves time and helps you find only the information you need. When scanning, first identify the information you are looking for before you read the text.

Examples:

- If you are reading a timetable, look for the day and time you are interested in and ignore the rest.
- If you are reading a menu, look quickly for what kind of food you are interested in, but do not read every word.
- If you are reading a news article, look for the dates, the people or the main points.
- If you are answering questions on a text in an examination and do not have much time, read the questions, then scan the text for the information.

Scanning is different than skimming. Both are techniques for reading quickly and purposefully. Skimming is used to get the general idea of a text, whereas scanning is used to find specific information.

### Practice

First read the comprehension questions, then scan the text quickly and purposefully to find the answers to the questions.

#### Weekend Sport Roundup

In the UK on Saturday, the London Cup for horse jumping was an exciting event to watch. The final result ended with Caroline Smith from Manchester riding on her beautiful black mare Hester. They took the gold despite the fantastic competition and the fact that Caroline only learned to ride a horse four years ago.

This weekend was an important date for swimming, with all countries from the European Union sending a team to the competition. The 100-metres freestyle had a surprise result with Gaston Bertrand from France coming in 3 metres ahead of the competition and surprising everyone.



Accra, in Ghana, was the destination to be at to run a marathon on Sunday. Five thousand people of all nationalities crossed the finishing line despite the rain that was on and off all day.

Old football rivals Sierra Leone and Liberia played in a match on Saturday afternoon. The match took place in Monrovia and finished with the home team losing 3 to 1. After the match, the supporters were not disappointed, and there were parties in many places where both sides had a great time.

### **Comprehension questions**

1. Where did the London Cup take place?
2. Who won the London Cup?
3. Where was the winner from?
4. Which countries participated in the swimming competition?
5. Where is Gaston Bertrand from? What race did he compete in? How much did he win by?
6. What sporting event was held in Accra? How many runners participated?
7. Where was the football match? Who won? What was the final score?

<b>Lesson Title:</b> Vocabulary Development: Family and Home	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L009	<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 family and home.
2. Use context clues and inference to determine the meaning of new words in a text.

### **Overview**

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is family and home. When reading about family and home, try to remember new words that you have learnt to help you understand a given passage.

### **Practice**

#### **Activity 1**

Read the following text and answer the questions on it.

#### Families in Three Countries

People in different parts of the world live in various kinds of houses, have fewer or more people living with them and have different lifestyles and traditions. One thing all countries have is family life. Although it is difficult to generalise because people are different in every family, this article will look at average households in Sierra Leone, the UK and Japan.

In Sierra Leone, many people still live in villages. Their livelihood is based on farming and rice production. They live in extended families, which means many relatives can live together in one house or compound. You may find children, parents, grandparents, aunts, uncles and cousins all living together closely. Families are big and noisy and everyone socialises together. When people get married, there is often a bride price of beautiful material and things for the household.

In the UK, the families are smaller and many generations usually do not live together. Teenagers often leave the family home to study or work in a different area. Grandparents do not often live with the family. When people have an engagement or wedding, there is no bride price to pay, but guests bring gifts. It is very unusual for siblings to live in the same house with their families after they are married. People like to have their own personal space.

In Japan it is hard to get personal space because the apartments are so small. Most are only big enough for a nuclear family to live in. After a couple gets married and has children they will often live in a small house near their parents and in-laws.

Although all countries have different traditions and ways of living, family is important everywhere. Sierra Leone, the UK and Japan may not have everything in common, but some things are universal.

### **Comprehension questions**

1. What are the 2 main types of family mentioned in the text? What is the difference between them?
2. Name the 3 countries referred to in the text.
3. In which of the 3 countries is it most likely for one to be in the company of great-aunts and great-uncles?
4. Does the text show that step-parents are very rare in the UK?
5. How are the countries in the passage similar regarding families?
6. Name a physical factor that affects family life in Japan and show how it does.
7. State 1 difference between marriage practices in the UK and in Sierra Leone.
8. What aspect of marriage life in Japan tends to be similar to that in Sierra Leone?
9. Write a word or group of words that mean the same and can replace each of the following in the text:
  - a. generations
  - b. universal
  - c. live together in 1 house
  - d. bride price
10. Which of the 3 countries in the text has the family structure that you think is best? Why?

<b>Lesson Title:</b> Vocabulary Development: Family and Home	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L010	<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 family and home.
2. Use a text on the topic using appropriate vocabulary.

### Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is family and home. When writing about the family and home, try to incorporate a variety of vocabulary.

### Practice

#### Activity 1

Read the following sentences and select the best definition for the word in **bold**.

1. Many families have trouble feeding themselves from their **livelihood**.
  - a. way of earning money
  - b. place to earn money
  - c. place to live
  - d. manner of living
2. Living with an **extended family** can sometimes be very noisy.
  - a. alone
  - b. many relatives
  - c. lots of friends
  - d. no one
3. All our **relatives** will be at the wedding.
  - a. friends
  - b. neighbours
  - c. family
  - d. village
4. His **cousin** lives in Bo.
  - a. sister
  - b. grandmother
  - c. uncle's son
  - d. friend
5. The whole village celebrated their **engagement** with a party.
  - a. promise to get married
  - b. happiness
  - c. wedding
  - d. baby's birth

6. They were born in the 1980s. They are from the same **generation**.
  - a. family
  - b. house
  - c. age group
  - d. village
7. The SSS 1 pupil is a **teenager**.
  - a. young child
  - b. a baby
  - c. a farmer
  - d. a person between 13 and 19
8. My mother has 4 **siblings**.
  - a. classmates
  - b. relatives
  - c. friends
  - d. brothers and sisters
9. We live in a **nuclear family**.
  - a. very large family
  - b. home with lots of friends
  - c. family with parents and children only
  - d. home with several families
10. Fatu's **in-laws** invited her to go on vacation with them.
  - a. husband's family
  - b. grandparents
  - c. friends
  - d. teachers

## Activity 2

Write a paragraph about your mother or father's family. In your paragraph you should include information about the people in the family as well as the family home. Try to include all of the vocabulary from the lesson.

<b>Lesson Title:</b> Punctuation – Terminal Stops	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L011	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Read punctuation with appropriate expression and intonation.
2. Demonstrate understanding of how to use terminal stops correctly when writing.

### Overview

Punctuation is important. It helps you understand what is written and tells you how to read it. In this lesson, we will study 3 kinds of end punctuation, also known as **terminal stops**.

- Full stop: used to show the end of a sentence, to show a thought or idea is complete
- Question mark: used when you are asking something and want a response from someone
- Exclamation mark: used to show strong emotion like surprise, shock, happiness and for emphasis

### Practice

#### Activity 1

Add the appropriate punctuation marks to the following sentences.

1. Did the requirements include a geometry set
2. Oh the baby nearly fell off the seat
3. It is much easier to climb a tree than to run a marathon
4. The lady presented all of the documents to the detective
5. Are you sure of the departure time
6. Stop there is a cliff
7. What difficulties do you foresee for the next rainy season
8. Are there many people attending the party
9. Wow I cannot believe Sierra Leone is in the World Cup finals
10. The bus will arrive promptly at midday

#### Activity 2

Use terminal stops to punctuate the dialogue.

Hellen: Whenever children organise excursions of their own, it is necessary for an adult to accompany the group Do you know why it should be so It is because children are likely to make mistakes and they can quickly run into danger did not the juggler in a Boys Club tread on a snake during a school picnic last year

Harriette: what how did it end

Hellen: the snake bit him and everyone was worried

<b>Lesson Title:</b> Punctuation – Terminal Stops	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L012	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Read punctuation with appropriate expression and intonation.
2. Use full stops, question marks and exclamation marks correctly when writing.
3. Write a text using appropriate punctuation.

### Overview

The 3 types of end punctuation or **terminal stops** are as follows:

- Full stop: Used at the end of a sentence to show a thought or idea is complete
- Question mark: Used when you are asking something and want a response
- Exclamation mark: used to show strong emotion like surprise, shock or happiness, and for emphasis

When writing a dialogue, it is important to use the correct punctuation so that people know how to read it aloud. Even if you are reading a dialogue to yourself without speaking, full stops, question marks and exclamation marks can really help you to ‘hear’ the words in your head.

Proper punctuation makes your writing easier for others to understand and makes your reading more interesting when reading aloud.

### Practice

#### Activity 1

Add the appropriate punctuation marks to complete the following sentences.

1. The chief posed several questions: Did the theft take place who was in the room did you report it to the police
2. ‘Were the farmers invited to the workshop’ the coordinator asked
3. Be quiet I cannot hear the news on the radio
4. The title of John’s essay is ‘Work Hard, Play Hard’
5. David said, ‘There is no reason for another quarrel’

#### Activity 2

Add the appropriate punctuation marks to complete the following passage.

‘Please remove all the stock in the office block’, said the logistics officer, ‘and transfer everything to the new store’ The present phase of the project must start with a clear direction At least that was his plan. But can you guess how the junior staff members responded to him They turned their backs and left the office asking no questions The officer’s expressions of anger received no attention either What is going on he

muttered But the workers knew what they were doing Their bosses had left them unpaid for 3 full months while demanding regular payment of weekly contributions from them Would they offer their obedience under these circumstances, do you think

### **Activity 3**

Identify the correct punctuation – question mark, exclamation mark, full stop – for the following scenarios.

1. Expressing surprise at a sudden occurrence
2. After our name at the end of a letter we have written
3. When a character in a story is trying to find out information from someone
4. When a sentence ends with a popular abbreviation such as BBC, UNO or UNDP
5. Expressing deep sorrow or pain



<b>Lesson Title:</b> Present Continuous Tense	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L013	<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 present continuous tense.
2. Distinguish between the simple present and present continuous tense.
3. Identify the present continuous in sentences.
4. Use the present continuous in the negative, avoiding double negatives.
5. Identify and discuss verbs that rarely use the present continuous.
6. Use the present continuous to ask and answer questions.
7. Use the present continuous correctly in speech and in writing.

### Overview

The **present continuous** tense is used for talking about things that are happening right now, or around now.

The rules for forming the present continuous tense are as follows:

- Positive sentences: subject + am/is/are + verb + ‘-ing’
- Negative sentences: subject + am/is/are + not + verb + ‘-ing’
- Questions: am/is/are + subject + verb + ‘-ing’ + ?

The following verbs are never, or very rarely, used in any of the continuous tenses.

<b>Mental and emotional states</b>	<b>Sense</b>	<b>Communication</b>	<b>Other states</b>
believe dislike doubt imagine know like love hate prefer realise recognise remember suppose understand want wish	appear hear see seem smell sound taste	agree astonish deny disagree impress mean please promise satisfy surprise	be belong concern consist contain cost depend deserve fit include involve lack matter need owe own possess

## **Practice**

### **Activity 1**

Identify and correct the mistakes in the following sentences.

1. I am owning 2 big cars and a big house.
2. War violating every moral standard in the world.
3. The institution undergoes another phase of reconstruction now.
4. The perfume is smelling so sweet and attractive.
5. You and I are needing less company than that large crowd offers.

### **Activity 2**

Change the following statements into questions.

1. The ministry is distributing the supplies this month.
2. Musicians are contributing more than we expect.
3. The entrepreneurs are pushing forward for new opportunities.
4. New countries are still emerging while the end of the world stands so imminent.
5. Both teams are training at the same time and at the same stadium.

### **Activity 3**

Correct the double negatives in the following sentences.

1. Are you not never completing this project?
2. The team is not playing no match in August.
3. They are not travelling neither by land nor by sea but by air.
4. Things are not getting no better for the organisation.
5. We are not removing no furniture form this building.

<b>Lesson Title:</b> Present Continuous Tense (future use)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L014	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Use the present continuous to ask and answer questions.
2. Demonstrate understanding of other uses of the present continuous tense.
3. Use the present continuous correctly in speech and in writing.

### Overview

The **present continuous tense for future** is used for talking about planned events in the future. It looks exactly the same as the present continuous, but the meaning is different.

It is used in reference to a time in the future.

Use the context of the text or conversation to determine whether or not the present continuous is being used in the present or future.

Form sentences in the present continuous in the following ways:

- Positive sentences: subject + am/is/are + verb + ‘-ing’
- Negative sentences: subject + am/is/are + not + verb + ‘-ing’
- Questions: am/is/are + subject + verb + ‘-ing’ + ?

### Practice

#### Activity 1

Identify which of the following statements are true or false when we use the present continuous tense.

1. The ‘-ing’ ending indicates that an action is in progress.
2. We never use the present continuous to express a future action.
3. The present continuous always contains the verb ‘to be’.
4. In the present continuous we use the helping verb ‘to have’.
5. ‘Am’, ‘is’ and ‘are’ make parts of the verb to be in the present continuous.

#### Activity 2

Change the following positive sentences to negative sentences.

1. We are constructing a new bridge across River Moa.
2. She is preparing for another trip to the city.
3. I am looking for another driver.
4. The baby is reaching out for the toy.
5. Musa is writing his English Language assignment.

### Activity 3

Change the following statements into questions.

1. The cows are grazing in the field.
2. The oil is leaking through this crack.
3. Sayo and Mattu are riding the new bicycle.
4. She is communicating with the general membership.
5. The mechanics are cleaning the machine.

### Activity 4

Correct the double negatives in the following sentences.

1. The manager is not prescribing no new prices.
2. She is not denying that you are not right.
3. Our company is not making no new investments.
4. The children are not playing no longer.
5. I am not donating no more funds.

### Activity 5

Change the paragraph below to the present continuous tense by changing the verbs in **bold**.

Example: I **consider** the use of middlemen in the transaction.

Answer: **am considering**

Doctors and nurses \_\_\_\_\_ (a. spend) longer hours at the hospital these days. Each nurse \_\_\_\_\_ (b. maintain) a higher level of co-operation to gain the best effect. Sanitation \_\_\_\_\_ (c. reach) new records. We \_\_\_\_\_ (d. expect) improvement in life expectancy in the next 5 years. The aging population \_\_\_\_\_ (e. declines), and young people \_\_\_\_\_ (f. grow) stronger. Fortunately, the value of import commodities \_\_\_\_\_ (g. mount), and general self-confidence along with personal income \_\_\_\_\_ (h. rise) above poverty level.

<b>Lesson Title:</b> Reading Comprehension – Fiction	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L015	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

When you are writing a **summary**, you have to understand the text well and choose the most important parts so that the meaning is not lost. Read the paragraphs one by one, and then think about the meaning. What is it important for people to know?

Decide which parts are the main sentences – key or major ideas. Keep these for your summary. You can take out any extra wordiness or descriptions if they are not necessary to understand the text.

Write your sentences in the order that makes sense, then check that there is no important information missing.

### Practice

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

#### Home Alone

Patrick is afraid. He is in the house alone for the first time ever. **His parents are out visiting friends in another village with his brothers and sisters and he is by himself.** It is his own fault. He did not want to go and **persuaded** his parents to let him stay alone. Now he is not happy about it at all. The electricity is off and he is using a candle to see. It is also raining very heavily. There are lots of strange noises. He can hear the wind in the trees and the rain falling on the tin roof. The worst thing is that he can hear someone or something walking outside and making a **horrible** snorting noise. He does not want to open the door to see what is there in case it is something big that will attack him or someone with a weapon that will hurt him.

He lies down on his bed and tries to sleep, but it is not possible. There are now two things outside, and he can hear them walking back and forth along the front of the house. He does not want to make any noise. Maybe they do not know he is inside. He pulls the covers over his head and tries not to breathe too loudly.

Now there are three or more things outside. He is terrified. He knows he is going to be eaten by wild animals. His heart is beating loudly and he is sure they can hear it. He decides he must take action and so he creeps slowly to the door and listens.

There is not any noise now. Maybe they have gone. He carefully unlocks the door and opens it **just a crack**. He sees four pairs of eyes looking at him and jumps. Then he realises that they are only his family's goats **sheltering** from the rain. He laughs out loud, pats them on the head and goes back to his room and falls into a deep sleep.

In the morning, his parents came to wake him. They asked him if he was fine alone or if he was afraid.

'Afraid?' he laughs, 'Me? Not at all, I was perfectly fine alone, and almost as soon as you left, I went to sleep'.

### Comprehension questions

1. What emotion affects Patrick?
2. Write 2 adjectives that can be used to describe Patrick's behavior and explain why you chose them.
3. Who is responsible for Patrick's emotions and why do you think so?
4. Write a word or group of words that mean the same and can replace each of the following in the passage: a. just a crack b. persuaded c. horrible d. sheltering
5. What positive effect may the experience of the night have on Patrick in the future?
6. Summarise the first paragraph in 1 sentence.
7. How may the events of the night affect Patrick's parents in the future?
8. Summarise the passage in 3 sentences.
9. What does the **bold** sentence in the first paragraph tell you about Patrick's community?

<b>Lesson Title:</b> Reading Comprehension – Autobiography	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L016	<b>Class:</b> SSS 1



### **Learning Outcomes**

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

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

### **Overview**

An **autobiography** is a story that someone tells about their life. It can be about things that happened a long time ago or things that happened more recently. An autobiography can tell you about history, the world or country the writer lives in, or about their family and friends.

An autobiography is different from a biography. A biography is the story of someone's life, written by another person. An autobiography is a story that is written about one's own life.

### **Practice**

#### **Activity 1**

Read the autobiography of Mama Lulu's life and answer questions on it.

#### They Call Me Mama Lulu

My name is Lucy McEwan, but everyone calls me Mama Lulu. I do not know exactly how old I am, but I am sure it is almost 100. I have seen many things change in my life. There have been some very hard times. I have lived through wars and many problems, but my life has been mostly good.

When I was born, Sierra Leone was still a colony of the British. Because I lived in a village with my family it did not make much difference to me who was in power. We farmed every day and managed to make enough money to live, most years anyway.

When I got married I moved to Freetown. That was a different experience. The city was not as big as it is now but for me it seemed gigantic and very exciting. It was easier to get work in the city, but life was more difficult in other ways. There were a lot of diseases in those days and not many doctors. My husband and I had seven children, although only five lived to be adults. Those who survived are still healthy now. I was happy, in general, and we have had a lot of good times in this city.

I still remember the day we got independence. There was such celebration. Finally we were free and everyone was very optimistic. After that there were good years and

very bad years. The thing that kept me happy and able to go on was my family. I helped my children look after their children, and then my grandchildren after that.

Now I am a great-grandmother. My husband passed away many years ago, so sadly he never saw his great-grandchildren. They are my life. They keep me young. I like to play with them, and they read me stories from the newspaper so I know what is happening in the world. Every time another year passes, I am surprised I am still here. Maybe I will live forever!

### **Comprehension questions**

1. What is Mama Lulu's full name?
2. Identify 3 sad experiences in the life of the writer.
3. Where did Mama Lulu live when Sierra Leone was a British colony?
4. What does the passage reveal about the author's attitude?
5. Quote 2 sentences from the passage that best describe the relationship between the author and her great-grandchildren.
6. What evidence suggests that the author could be around 100 years old?

### **Activity 2**

Write an original sentence for each of these words.

1. Optimistic
2. Gigantic
3. Passed away
4. Manage
5. In general



<b>Lesson Title:</b> Informal Letter	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L017	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

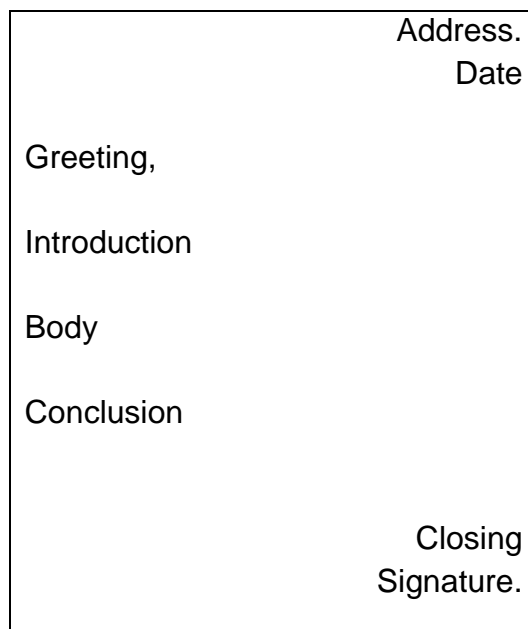
### Overview

When writing an **informal letter**, you do not have to use formal language. It is a letter written to friends or family and has a light, personal tone.

An informal letter should include the following:

- Address
- Date
- Greeting
- Introduction
- Body
- Conclusion
- Closing
- Signature

The features should be organised on the page as follows:



For a descriptive letter, remember to:

- Describe someone, something, an event, an experience or an idea
- Use descriptive vocabulary to paint a picture in the reader's mind
- Include a variety of details about what is being described
- Engage the reader's 5 senses – sight, sound, touch, hearing and smell
- Use literary devices and figurative language

### Practice

Revise the notes that you made in class. Add any additional ideas of information that you would include to describe an event that you attended.

Copy the outline below into your exercise books. Write your ideas in your outline to make sure that you have included descriptive language.

#### Outline

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

Descriptive words:

See	Hear	Taste	Touch	Smell

Details to include:

<b>Lesson Title:</b> Informal Letter – To a Classmate	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L018	<b>Class:</b> SSS 1



### **Learning Outcomes**

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

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

### **Overview**

An **informal letter** is a letter written to a friend or family member. It can be about any topic. Writing letters is a good way to share information and develop your writing skills.

An informal letter should include the following:

- Address
- Date
- Greeting
- Introduction
- Body
- Conclusion
- Closing
- Name

For a descriptive letter remember to include the following:

- Descriptive vocabulary. Use adjectives and adverbs to make your writing interesting.
- Engage the 5 senses. What did you see, hear, taste, touch or smell? How did you feel?
- Lots of details so the person you are writing to can imagine what you are writing about

### **Practice**

Write an informal letter to a friend about a place you visited. Explain what you liked and did not like about the place. Remember to use descriptive language and follow the informal letter outline.

<b>Lesson Title:</b> Simple Past Tense – Regular Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L019	<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 simple past tense.
2. Identify the simple past in sentences.
3. Use the simple past correctly in speech and in writing.
4. Use the simple past to ask and answer questions.
5. Use the simple past in the negative, avoiding double negatives.

### Overview

The **simple past** is used to talk about things that happened and were completed at a time in the past.

To form the simple past tense of regular verbs, do the following:

- Add ‘-ed’ to the end of regular verbs  
Example:  
I visit my family every Saturday.  
I **visited** my family every Saturday.
- Add ‘-d’ for verbs that end in ‘-e’
- Example:  
I live in Sierra Leone.  
I **lived** in Sierra Leone.
- For verbs that end in ‘-y’, drop the ‘-y’ and add ‘-ied’  
Example:  
I worry about the examination.  
I **worried** about the examination.

To form questions, the auxiliary verb ‘do’ (in its past form, ‘did’) followed by the simple form of the main verb.

- Did + subject + verb...?
- Example: **Did** you **stay** long last night?

To form negative sentences, use the auxiliary verb ‘do’ (in its past form, ‘did’) and ‘not’ followed by the simple form of the main verb.

- Subject + did not + verb
- Example: We **did not go** to the ceremony.
- Contraction form: didn’t
- Example: I **didn’t** finish the homework.

## Practice

### Activity 1

Read the following text. Identify all the verbs in the simple past tense.

#### Kamara's Phone

Kamara opened his eyes in the morning and discovered that he was late. He dressed quickly and was out of the house in 10 minutes. He had a very important job interview at an office in town. He was afraid he would miss it so he walked very quickly. He did not have enough money for a bus or a taxi. On the way, he decided to check the address of the office, which was on his phone in a text. He looked in his bag but the phone was not there. Where was it? He panicked and looked in his bag again and searched in his pockets. There was no phone. He had no idea where it was. He walked back in the same direction and looked on the street for the phone. No phone! He did not remember where the office was and there was no one around to ask. He was very frustrated and decided to give up. He walked slowly home. When he stepped into his room, the first thing he saw on the table was his phone.

### Activity 2

Fill in the blanks using the simple past tense of the verbs given in brackets.

1. The engineers \_\_\_\_\_ (to remove) the old machines and \_\_\_\_\_ (to order) new ones.
2. The mechanic \_\_\_\_\_ (to weld) the pieces together and \_\_\_\_\_ (to push) it in.
3. As soon as the bus \_\_\_\_\_ (to stop), they all \_\_\_\_\_ (to rush) through the door.
4. The laboratory \_\_\_\_\_ (to open) to the public at 8 and \_\_\_\_\_ (to close) at 9.
5. The flies \_\_\_\_\_ (to contaminate) the food before the child \_\_\_\_\_ (to cover) it.
6. The man \_\_\_\_\_ (to deny) that the dog \_\_\_\_\_ (to die) from the accident and \_\_\_\_\_ (to blame) it on disease.
7. He \_\_\_\_\_ (to dye) the cloth with ink and \_\_\_\_\_ (to lie) that it was herbal dye.
8. You \_\_\_\_\_ (to play) all day and \_\_\_\_\_ (not finish) your homework.
9. She \_\_\_\_\_ (to dry) the specimen and \_\_\_\_\_ (to magnify) the germs with a lens.
10. They \_\_\_\_\_ (to look) for the lost ball for hours, then \_\_\_\_\_ (to decide) to give up the search.

### Activity 3

Beside each of the verbs below write the corresponding simple past tense form.

For example, Plan: planned

1. Beg: \_\_\_\_\_
2. Ship: \_\_\_\_\_
3. Survey: \_\_\_\_\_
4. Employ: \_\_\_\_\_
5. Destroy: \_\_\_\_\_

#### **Activity 4**

Rewrite the following sentences in the negative. Then rewrite the same sentences as questions in the simple past tense.

1. They walked to the boutique.
2. He dashed at us.
3. We questioned his actions.
4. They banged the door too loud.
5. The chief jumped through the window.

<b>Lesson Title:</b> Simple Past – Irregular Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L020	<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.
3. Use irregular verbs in the simple past to ask and answer questions.
4. Use irregular verbs in the simple past in the negative.

### Overview

**Irregular verbs** do not follow the same rules as regular verbs:

- You do not form the simple past tense by adding ‘-ed’ or ‘-d’.
- There are many irregular verbs in English. Some of them follow the same pattern.
- Irregular verbs are verbs that do not follow the same rules for conjugation.
- In order to use irregular verbs correctly, you must memorise them.

### List of 30 common irregular verbs

begin - began	hear - heard	send - sent
buy - bought	know - knew	sit - sat
come - came	leave - left	speak - spoke
drive - drove	make - made	spend - spent
fall - fell	meet - met	take - took
feel - felt	pay - paid	tell - told
find - found	read - read	think - thought
get - got	run - ran	understand - understood
give - gave	say - said	wear - wore
go - went	see - saw	write - wrote

### Practice

#### Activity 1

Identify whether the following statements are true or false.

1. The past form of the verb does not meet general conjugation rules.
2. The action was completed in the past, and the verb is regular.
3. The verb is irregular, and its action was completed in the past.
4. The verb is irregular, and its action could have occurred one/more times.
5. The action of the verb must have occurred only once, not more.
6. With irregular verbs, this tense does not go with the past progressive.
7. The tense is often used with the past continuous.

8. In this use of irregular verbs, we avoid words like yesterday, last week, or some time ago.
9. In the positive, the regular or irregular verb needs no helping verb.
10. In the negative and the interrogative also, no auxiliaries are needed.

### **Activity 2**

Change the following positive sentences to negative sentences.

1. The cat drank all the baby's milk.
2. Panic overtook the onlookers at the sight of the accident.
3. The girl read the entire book in the given time.
4. You leapt for joy at your first student flight across the sky.
5. When she noticed the strange voice, the lady hung up.

### **Activity 3**

Change the following statements into questions.

1. The athletes ran in those muddy lanes.
2. The flock of birds flew in when the season came.
3. Hawa and Bassie saw the whole event.
4. He knew who hit him, but he did not hit back.
5. The thief flung the parcel to the said accomplice.

### **Activity 4**

Correct the double negatives in the following sentences.

1. We did not find nothing in the wardrobe.
2. Sallia never bought items at that store no longer.
3. No trained personnel did not take the appointment.
4. The visiting student did not wrote no notes during the lesson.
5. The accountant did not issue out no money on Fridays.



<b>Lesson Title:</b> Simple Past – Irregular Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L021	<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.
3. Use irregular verbs in the simple past to ask and answer questions.
4. Use irregular verbs in the simple past in the negative, avoiding double negatives.

### Overview

**Irregular verbs** do not follow the same rules as regular verbs:

- You do not form the simple past tense by adding ‘-ed’ or ‘-d’.
- There are many irregular verbs in English. Some of them follow the same pattern.
- Irregular verbs are verbs that do not follow the same rules for conjugation.
- In order to use irregular verbs correctly, you must memorise them.

A good way to practise using the simple past tense is to write about things that happened in the past. When writing about the past, think about the verbs – are they regular or irregular? If they are irregular, you can use the list below or a dictionary to check the correct form for the simple past tense.

### List of 30 common irregular verbs

begin - began	hear - heard	send - sent
buy - bought	know - knew	sit - sat
come - came	leave - left	speak - spoke
drive - drove	make - made	spend - spent
fall - fell	meet - met	take - took
feel - felt	pay - paid	tell - told
find - found	read - read	think - thought
get - got	run - ran	understand - understood
give - gave	say - said	wear - wore
go - went	see - saw	write - wrote

### Practice

#### Activity 1

Change the following positive sentences into negative sentences.

1. The cook ground the nuts enough before putting them into the pot.
2. They foresaw the danger in time.
3. The cartographer drew the map on high-quality paper.

4. The manager kept the money in a multiple-lock vault.
5. Steven quit the premises as demanded by the court.

### Activity 2

Change the following statements into questions.

1. Mrs Daniel rose to the top rank on that job.
2. Battu slept in the same room as the patients.
3. The teacher shook the bottle that contained the strange chemical.
4. Tijan sold the food and left his younger brother hungry.
5. She meant no harm towards them.

### Activity 3

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

1. **Does** your coach **lead** the team of experts?
2. The paper **did** not **slide** through smoothly that time.
3. **Did** you **spit** onto the surface of the glass to clean it?
4. Old friends **stick** faster than new ones.
5. Who **weaves** your nest for you?

### Activity 4

Answer the following question in the simple past tense, using the verbs in **bold**.

1. Did the wild elephant **dwell** in a house or in the jungle?
2. Did the astronaut in space **deal** with his spacecraft or with farm tools?
3. To whom did the escaping chick **cling**, to its hen or to the kite?
4. Did organisers **light** the Olympic Torch before or after the games?
5. Did the examination candidates **strive** to pass or to fail?

<b>Lesson Title:</b> Past Continuous	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L022	<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 past continuous tense.
2. Distinguish between simple past and past continuous.
3. Identify the past continuous in sentences.
4. Use the past continuous correctly in speech and in writing.
5. Use the past continuous in the negative, avoiding double negatives.
6. Use the past continuous to ask and answer questions.

### Overview

We use the **past continuous** to talk about the past:

- To show that something continued for some time  
Example: Everyone was studying for the examination.
- For something that was happening again and again  
Example: I was playing football every day last summer.
- For something which continued before and after another action  
Example: My friends were doing their homework when I arrived at their house.

The past continuous is made from the past tense of the verb 'to be' and the -ing form of the main verb:

- Positive sentences: subject + was/were + verb + '-ing'
- Negative sentences: subject + was/were + not + verb + '-ing'
- Questions: was/were + subject + verb + '-ing' + ?

Usually, if there is more than 1 verb talking about 1 subject in the sentence, you only have to use the past tense of the verb 'to be' once.

Example: Solomon **was sitting** under a tree **drinking** mango juice.

We often use the past continuous and simple past in the same sentence to say what was happening when something else happened. The past continuous is a longer action, and the simple past is shorter.

Example:

When I was waiting for my friend, the bus **came**. (Waiting for the bus is a long action, and the bus arriving is a short action.)

### Practice

#### Activity 1

Change the following statements into questions.

1. The teacher was explaining a new topic at that time.

2. Our team was preparing for the next match that week.
3. The criminal was posing as a police officer.
4. You were flying between Freetown and London when you saw Banjul.
5. They were observing the community that the guide identified.

### Activity 2

Change the following positive sentences to negative sentences.

1. The children were attending the same school.
2. We were waiting for his instruction.
3. That musician was launching a new album.
4. Tim and Simbo were merely wasting their time.
5. Kumba was learning something new.

### Activity 3

Correct the double negatives in the following sentences.

1. Were they not receiving no rewards for their efforts?
2. She was not betting for no profit.
3. Our chairman was not expecting no payment for his services.
4. The stream was not draining into no big river.
5. Your labourers were not getting no allowances for overtime.

### Activity 4

Match the uses of the past continuous with the appropriate examples.

#### Uses

1. To express past action that went on recurrently
2. For action that was in progress before and after another action or past time
3. To show that an event or action went on for some time
4. To express past development or progress
5. Sometimes to describe background to a story

#### Examples

- a. The workers were clearing the field for the new planting season.
- b. Abu's handwriting was improving and his Mathematics grades were getting higher.
- c. The cloud was gathering and the guests were hurrying into the hall.
- d. He was leaving the doors unlocked and the taps running.
- e. The successful candidates were feasting when the principal announced their scholarships

### Activity 5

Identify the tense that uses each of the structures in the sentences below.

1. I + was + serving + a very kind manager.
2. We + broke + the door before we got him out.
3. A skillful teacher + controlled + the children.

4. Musu and Minkailu + thought + of a new formula.
5. I + am + compiling + a collection of stories.
6. They + were + flying + the kite on a very long string.
7. She + applied + for a leadership job.
8. Lebbie + is + calculating + the expenditure for last month.
9. He + was + printing while you + were + watching + TV.
10. Dauda + called + for another service.

<b>Lesson Title:</b> Formal Letter – Request to a Person of Authority	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L023	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Identify the features of a formal letter.
2. Identify the format of a formal letter.
3. Distinguish between different types of formal letters.
4. Use an outline to draft a formal letter.

### Overview

**Formal letters** have to be planned carefully to make sure you include all of the necessary information. In a formal letter, use formal language that is polite, concise and direct. Do not use contractions or colloquial language.

Letters of request are letters asking someone for something. The following is an example outline for a letter of request:

<p>The Principal, Juba Senior Secondary School, PO Box 22, Freetown.</p> <p>Dear Madam,</p> <p style="text-align: center;"><u>REQUEST FOR A SCHOOL TRIP</u></p> <p>What: Class 1 pupils request permission to visit the Sierra Leone National Railway Museum. Where: Cline Street, Freetown When: The first week of Term 2 Why: The trains are an interesting part of the history of Sierra Leone. How: The museum is by donation, so the school will not have to pay any money for the trip. Pupils can take public transportation to Cline Street. The school can send letters to parents asking them to provide pupils with money for transportation.</p>	<p style="text-align: right;">Juba Senior Secondary School, PO Box 22, Freetown. 20th July, 2017.</p> <p style="text-align: right;">Yours faithfully, (Signature) Marai Horton.</p>
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## Practice

Think about the letter of request that you are going to write to your school principal. You are asking permission for a class trip.

1. Make a list of information to include that would help you convince the principal to approve your request. What would the principal want to know about the trip?
2. In order to make sure that your outline for your formal letter is complete, check that your outline has the following:
  - Sender's address
  - Recipient's address
  - Date
  - Greeting
  - Heading
  - Answer the questions – Who? What? Where? When? Why? How?
  - Closing
  - Signature
  - Name

<b>Lesson Title:</b> Formal Letters – Request to a Person of Authority	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L024	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

There are many different kinds of **request letters** you can write. Here are some examples:

- Asking your principal for more books for your class.
- Asking if someone well known in the community can come to tell your class about something or teach them something.
- Asking the editor of a newspaper if they can provide some materials for your class.
- Asking someone from the local radio station if they can do a programme about a topic you are interested in.

A formal letter must include the following:

- Writer's address
- Recipient's address
- Date
- Greeting
- Heading or title
- Body
- Closing
- Signature
- Name

### Practice

Choose one of the topics from the overview and write a formal request letter using the outline from the previous lesson. Remember to address the questions: Who? What? Why? When? Where? How?

### Self-check questions

Check that your outline has the following:

- Sender's address
- Recipient's address



- Date
- Greeting
- Heading
- Answer the questions – Who? What? Where? When? Why? How?
- Closing
- Signature
- Name

<b>Lesson Title:</b> Comprehending a Listening Passage	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL1-L025	<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.

### Overview

The following are the features of a narrative text or story:

- 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 narrative text that follows is a story about 2 friends, Samuel and Charles.

### Practice

#### Activity 1

Read the text and answer the comprehension questions on it.

#### A Hard Lesson

My friend Samuel was really worried about the examinations. He studied every day when he got home from school for a couple of hours. I did not need to. I knew that I, Charles, was much smarter than Samuel and so I was sure I would pass. I decided to take it easy and have fun instead.

Sometimes Samuel would tell me to study. He did not want to me fail. I laughed at him and went fishing by the river. I watched as the birds were flying and the fish were jumping. This was much better than studying Mathematics.

One weekend, there was a party in our town. I got dressed up in my best clothes and went to knock on Samuel's door to go to the party with him. He said he would not come because he was studying. I went alone and talked to people from my class. They were not interested in a boring mouse who stayed at home reading history books and practising essay writing. We had such fun! We danced and laughed all evening.

On the morning of the examination, I walked to school with Samuel. He was sweating and muttering under his breath like a madman, trying to remember all the formulas and grammar he needed for the tests. I whistled and tried to cheer him up, telling him how easy it would be.

When we sat down at our desks, the teachers gave us the exam papers and we opened them. Samuel started writing immediately, all the knowledge pouring from his mind onto the page. It was my turn to start sweating. I felt sick. I did not know anything. I had no idea what to write. Samuel did not even notice, as he was so busy writing.

I failed everything. Samuel got a scholarship to college, so his family did not have to worry about finding the money.

The next year, after repeating the class, I went to sit the examinations again. I was not worried this time either, but for a different reason. Samuel had worked with me, made me a study timetable, helped me and made sure I stayed on track. He was a good friend then and still is. He never said anything about how arrogant I was to think I was better than him or how stubborn not to listen. Everyone at college likes Samuel because he is so clever. I hope this year I will be with them.

### **Comprehension questions**

1. Why do you think Samuel was worried?
2. Do you think Samuel should have gone to the party?
3. Do you think Samuel's studying technique was worth it in the end?
4. How do you think Charles felt after the examination?
5. Do you think Charles changed in the end? How do you know this?

### **Activity 2**

After you have answered the questions, read the story again. Read it aloud to practise your intonation and pronunciation. Remember to use the punctuation to guide you.

<b>Lesson Title:</b> Consonant Sounds	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL1-L026	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

There are 2 types of letters in the English alphabet: **consonants** and vowels.

- There are 21 consonants in the English alphabet, including 'y' and 'w'.
- There are 2 semi-vowels in English, 'y' and 'w'. They sometimes act as vowels and sometimes act as consonants.
- Consonants may be voiced or unvoiced.
- There are 24 consonant sounds in English.
- Each letter can represent multiple sounds.
- Consonant sounds can come at the start, in the middle or at the end of words.

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

## **Practice**

### **Activity 1**

Practise saying the words from the list aloud. Focus on the correct pronunciation of the consonant sounds.

### **Activity 2**

Copy the table in the Overview into your exercise book. Add another example word for each of the consonant sounds.

<b>Lesson Title:</b> Simple Past – Irregular Verbs	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L027	<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

The difference between regular and irregular verbs is how they form the simple past and the past participle. For regular verbs, the simple past and the past participle look the same. Irregular verbs are different.

**Irregular verbs** are any verbs that do not follow the regular spelling pattern.

- Irregular verbs do not follow the same rules for conjugation.
- They do not form the simple past tense by adding ‘-ed’ or ‘-d’.
- There are many irregular verbs in English. Some of them follow the same pattern.
- In order to use irregular verbs correctly, you must memorise them.

### List of 30 common irregular verbs

be – was/were	cut – cut	hang – hung
beat – beat	do – did	have – had
become – became	draw – drew	hide – hid
blow – blew	drink – drank	hit – hit
break – broke	eat – ate	hold – held
bring – brought	feed – fed	hurt – hurt
build – built	fight – fought	keep – kept
catch – caught	fly – flew	lay – laid
choose – chose	forget – forgot	lend – lent
cost – cost	grow – grew	let – let

### 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. My sister ate all my sweets.
2. I forgot to complete my homework.

3. The rice grew well this year.
4. The footballer hurt himself in the match.
5. I hid her money under the bed.

### **Activity 3**

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

<b>Lesson Title:</b> Comprehending a Listening Passage	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL1-L028	<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.

### Overview

Summarising what you hear is different from summarising what you read. To summarise a listening passage you must remember what you heard. Also, you do not have the option of re-reading the passage if you missed something.

The first time you hear something, try to think about the structure of the text: How is the information organised? What is the topic? What are the main ideas? What are the supporting ideas?

Try to take notes on the main points. You do not need to remember everything. Focus on the most important information you hear.

Once you have your notes, then you can develop a summary and focus on your grammar and spelling.

### Practice

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

#### A Dreadful Journey

Accidents are terrible, even if you are not hurt. I was involved in a motor vehicle accident on the road from Freetown to Bo. It was a crash between two small buses and a car. I will never forget that day. The bus I was on was trying to overtake the other bus, but it went too slowly and hit a car on the other side.

The worst thing was the noise. There were loud bangs as the metal of each vehicle scraped against each other. Then people started screaming loudly, their voices filled with terror. The bus was flipped on its side in the middle of the road and everyone was afraid there would be another crash. The driver was unconscious – he could not see or hear anything. Some passengers managed to get out of the bus and started helping people to the side of the road. We were afraid because petrol was spilling from the bus and the liquid was oozing all over the road.

After some time the noise became less and people were not so afraid once they discovered that, miraculously, everyone had survived. No one was badly hurt – even the driver had awoken – although there were a lot of bruises, scrapes and minor



injuries. People were angry with the driver, and he looked very ashamed as he sat off to the side waiting for the police.

A local doctor came and checked that everyone was okay. After that, we all picked up our bags, found our things that had been thrown from the bus and waited for another bus to come along and pick us up. Half an hour later, we were all sitting on a new bus, hoping to get to our destinations without any further problems.

### **Comprehension questions**

1. How did the accident happen?
2. What was on the road afterwards and why was that a problem?
3. Who checked that people were okay after the crash?
4. Why do you think people moved others to the side of the road?
5. Why did it become quieter after some time?
6. Why were people angry with the driver?
7. How long did it take people to get another bus?

<b>Lesson Title:</b> Punctuation: Comma, Semi-colon, Colon, Dash	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L029	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Read punctuation with appropriate expression and intonation.
2. Identify the different uses of comma, semi-colon, colon and dash in a sentence.
3. Demonstrate understanding of how to use punctuation correctly when writing.

## Overview

Punctuation can make your writing more interesting. Here are 4 types of punctuation that you can incorporate into your writing:

### Comma (,)

- A comma separates items in a list.  
Example: I have 2 dogs, a cat and a goat.
- It is also used to enclose non-essential details in a sentence.  
Example: Suzan, who won the race yesterday, invited me for tea.
- It is also used for question tags.  
Example: You study at Freetown Secondary School for Girls, don't you?

### Semi-colon (;)

- A semi-colon separates items in a list when some of those items already contain commas.  
Example: I bought beautiful, new shoes; a long, red, flowery skirt; and a hat.
- It is also used to join 2 independent clauses.  
Example: I went to the shop today; I bought rice.

### Colon (:)

- A colon can be used to introduce a list.  
Example: We ate many things at the restaurant: rice, vegetables, meat and fruit.
- It can draw attention to a noun or a noun phrase.  
Example: My parents give me the things I need most: love and support.
- It can be used to present examples or quotations.  
Example: You have many choices of what to study in university: Science, Maths, Law, English.

### Dash (–)

- A dash can strengthen and emphasise a point at the beginning or end of a sentence.

Example: At 50 years of age, Solomon decided to do something unusual – he learned how to drive.

- It can also be used in the middle of a sentence as an aside, like brackets.  
Example: No one expected Solomon – who was 50 years old – to get his driving permit.

## **Practice**

### **Activity 1**

Add the different types of punctuation – comma, semi-colon, colon and dash – to the following sentences.

1. Be careful crocodiles!
2. Help come quickly.
3. In the shop they sell many things sugar rice fruit and vegetables.
4. They have 2 choices fish or meat.
5. Jane likes dancing singing and painting pictures.
6. He went to the market he bought fish.
7. Running a good sport or only for people who are late?
8. Marcus has a good expensive calculator a big heavy English language dictionary and some pens in his bag.

### **Activity 2**

Practise reading the sentences from Activity 1 aloud. Focus on correct pronunciation and intonation. Use the punctuation in the sentences as a guide.

### **Activity 3**

Write 5 example sentences using the different types of punctuation: comma, semi-colon, colon and dash.

<b>Lesson Title:</b> Punctuation: Comma, Semi-colon, Colon, Dash	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L030	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

Punctuation can make your writing more interesting. It can help draw the reader's attention to the part of the text that you, as a writer, want to highlight or make stand out.

Here are some examples of punctuation you can use to improve your writing:

#### Comma (,)

- Example: Ronaldo, one of the best footballers in the world, is coming to Salone!

#### Semi-colon (;)

- Example: When I visited the National Park, I saw beautiful, elegant giraffes; a big, funny elephant; and lots of monkeys.

#### Colon (:)

- Example: My friends are wonderful: kind and fun to be with.

#### Dash (–)

- Example: Mama Josephine is a very clever grandmother – she just finished college!

### Practice

#### Activity 1

Practise reading the following text aloud. Focus on your intonation and pronunciation. Use the punctuation to help you.

Cooking: It drives me crazy. I hate chopping small, orange carrots; washing dusty, boring rice; peeling strong-smelling, eye-burning onions. It all takes too long – I have better things to do! I would like to go to an expensive restaurant one day – that would be a luxury!

#### Activity 2

Write a similar text about something you love or dislike doing. Make sure that you include the following punctuation: comma, dash, colon, semi-colon.

<b>Lesson Title:</b> Reading Skills Development: Summarising	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L031	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

The follow list explains how to summarise a speech.

- Read or listen to the speech carefully.
  - Focus on the speech's tone, mood and intonation.
  - Pay attention to the argument it is making or the issue it is covering.
  - Pay particular attention to the order of the speech.
- Underline or note down any parts that you should include in your summary.
  - Use bullet points to outline the main ideas and supporting arguments from each portion.
- Compose a draft of your summary.
  - Use your outline as your base and begin to write the ideas in your own words.
- Read over the summary to make sure you have included all the main points and that your writing is logical.
- Check your grammar, punctuation and tone.

### Practice

#### Activity 1

Read the speech and answer the comprehension questions on it.

#### In Appreciation of Mr Bangara

Ladies and gentlemen, fellow pupils and esteemed guests, I say good afternoon to you all. I want to thank Mr Bangara for coming to talk to us. His presentation was very useful and educational. As well as giving us advice, he has given us food for thought about for the future of our school.

As you know, Mr Bangara is an expert on the environment. He has given lectures and presentations all over West Africa, and we are lucky to have his view on our environmental club. We are all grateful that he understands the work we do and the changes we are trying to implement here at our school.

The most important point for us to remember is that we are not alone. Mr Bangara has seen many schools like ours, with problems that pupils are trying to overcome. I was especially inspired when he said that nothing will change without the whole community working together to make the learning environment cleaner and safer.

I would like to ask you to put your hands together to show your appreciation for Mr Bangara. Let us show our commitment to improving the environment in our school with his help, and above all by using our own ideas and talents to make things better.

### **Comprehension questions**

1. Who do you think is making the speech?
2. What did Mr Bangara talk about?
3. How does the speaker know the school is not alone?
4. Why does the community need to work together?
5. What should the pupils commit to?
6. What can the pupils use to make things better?
7. 'Food for thought':
  - a. What figure of speech is used in this expression?
  - b. What is its meaning in the context of the passage?
8. For each of the following words, find another word or phrase which means the same and which can replace it in the passage.
  - a. educational
  - b. implement
  - c. overcome
  - d. inspired
  - e. commitment

### **Activity 2**

Practise reading the speech aloud. Focus on your intonation and pronunciation. Remember to use the punctuation to help you.

<b>Lesson Title:</b> Reading Skills Development: Summarising	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L032	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

## Overview

After reading a report it is important that you are able to identify the most important information and summarise in your own words.

Here are some tips to remember:

- Read the title and the introduction to identify the topic of the report and its purpose.
- Identify the topic sentence of each paragraph.
- Start your summary by clearly stating the topic and the purpose of the report.
- Make sure your summary is not more than a quarter of the length of the original report.
- Always paraphrase (put things in your own words) when writing.
- Never put any of your own ideas or opinions into the summary.
- Check your notes and the original report to make sure you have covered the important points.

## Practice

### Activity 1

Read the report and answer the comprehension questions on it.

#### Mr Bangara Addresses the School Environmental Club

Last week, Mr Bangara from the University of Manchester in the UK came to give the members of our school's environmental club a presentation on how to improve the environment at our school. Fifteen members of the club attended the presentation, and the information from Mr Bangara was well received.

Mr Bangara began by informing us that many schools are in a similar situation and that we should not **despair**, because things can be improved step by step. He recommended regular meetings, teamwork and **solidarity**, an action plan and a commitment to change things.

Mr Bangara spoke about ways to clean the school classrooms and outside environment, possible **funding** solutions and ways to involve all the pupils in the school rather than just the environmental group.

Also mentioned was the need to get members of the wider community involved in cleaning up the school and starting new projects.

The group agreed to make an action plan, and Mr Bangara kindly agreed to look it over and offer advice when it is finished.

### **Comprehension questions**

1. Why was Mr Bangara a useful speaker?
2. Was the club pleased with the presentation?
3. Why do you think many schools are in a similar situation?
4. What should the wider community do, according to Mr Bangara?
5. How will Mr Bangara help in future?

### **Activity 2**

For each of the following words, find another word or phrase which means the same and which can replace it in the passage. Then write a sentence for each of the words.

1. despair
2. solidarity
3. funding

### **Activity 3**

Read the story aloud to practise your intonation and pronunciation. Remember to use the punctuation to guide you.



<b>Lesson Title:</b> Vocabulary Development: Agriculture	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L033	<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 agriculture.
2. Use context clues and inference to determine the meaning of unknown words in a text.

### Overview

When you sit the WASSCE English Language examination, you are tested on general vocabulary. **Agriculture** is one of the general vocabulary topics. The following list contains some vocabulary and definitions related to the field of agriculture:

Vocabulary	Definition
habitat	the natural environment of plants or animals
organic	grown or raised without chemicals
pesticides	chemicals used by farmers to kill insects
wildlife	animals or plants living in a natural environment
woodland	an area of trees
sow	to plant (seeds)
livestock	animals on a farm
smallholding	a very small farm

### Practice

#### Activity 1

Read the paragraph and answer the comprehension questions on it.

My uncle has a smallholding near a village. He sows maize seeds at the start of the rains and uses pesticide if there are insects. If not, he tries to keep his produce organic. He likes to keep animals in their natural habitat, and so his livestock walk around freely. There is not much wildlife where he lives, so his animals are safe. There is woodland near his smallholding, and the animals like to wander in it and eat the fresh grass and leaves.

#### Comprehension questions

1. Where is the smallholding?
2. What does the writer's uncle sow, and when does he sow it?
3. How do you know he prefers organic produce?
4. Why are his animals allowed to walk freely?
5. Where do his animals like eating?

## Activity 2

Fill in the blanks with the agriculture vocabulary.

1. Cows, pigs and goats are \_\_\_\_\_.
2. What time of year do you \_\_\_\_\_ maize?
3. A \_\_\_\_\_ is sometimes not big enough to make a living from.
4. \_\_\_\_\_ is useful because it creates shade for animals.
5. Are the vegetables \_\_\_\_\_? I only eat healthy food.
6. \_\_\_\_\_ are useful but can be bad for your health.
7. The \_\_\_\_\_ of Sierra Leone is different from that of Kenya. In Kenya there are more elephants.
8. Do animals prefer living in their natural \_\_\_\_\_?

<b>Lesson Title:</b> Vocabulary Development: Agriculture	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L034	<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 agriculture.
2. Write a text on a given topic using appropriate vocabulary.

### Overview

The WASSCE tests your knowledge of general vocabulary. **Agriculture** is one of the areas tested. When writing about agriculture, try to incorporate a variety of relevant words.

Today's lesson introduced several more words associated with agriculture. The following list includes all of the agriculture words taught:

- habitat
- livestock
- organic
- smallholdings
- pesticides
- arid
- sow
- agriculture
- pollution
- fertiliser
- plantation
- farmers
- wildlife
- woodland
- graze
- germinate

### Practice

#### Activity 1

Make a list of more words that you can add to your agriculture vocabulary. Think about the following:

- Types of farming
- Farming equipment
- Farm animals
- Plants

#### Activity 2

Write a paragraph about a visit to a farm including some of the words from Activity 1. Make sure you have included the following:

- Why you want to go
- What kind of questions you want to ask
- What you want to learn more about

<b>Lesson Title:</b> Simple Future (going to)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L035	<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 simple future tense.
2. Identify the simple future in sentences.
3. Use the simple future correctly in speech and in writing.

### Overview

**Simple future with ‘going to’** is for definite plans. It is more commonly used for future plans than ‘will’. It talks about a conclusion about the immediate future or an action in the near future that has already been planned or prepared.

The use of ‘going to’ in the future tense is as follows:

- An action in the near future that has already been planned or prepared  
Example: I am going to start college next year.
- A conclusion about the immediate future  
Example: The sky is very dark. It is going to rain.

The forms of ‘going to’ are as follows:

- Positive sentence: subject + am/is/are + going to + verb  
Example: She is going to study hard next week.
- Negative sentence: subject + am/is/are + not + going to + verb  
Example: They are not going to take the bus to work anymore.
- Question: am/is/are + subject + going to + verb  
Example: Are you going to see your friend tomorrow?

### Practice

#### Activity 1

Look at Fatmata’s diary for next week. Make a sentence about her plans for each day of the week.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
AM	study			visit zoo		not walk to work	
PM		meet Ali	not go out		shopping		sing in church

## Activity 2

Fatmata's diary is only half completed. Make a sentence about her plans for each of her free times during the week.

Examples:

- On Monday afternoon, Fatmata **is going to** play football.
- On Wednesday afternoon, she **is going to** stay home.

<b>Lesson Title:</b> Simple Future (will vs shall)	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L036	<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 simple future tense.
2. Demonstrate understanding of the difference between the use of 'will' and 'shall' in the simple future.
3. Use 'will' and 'shall' in the simple future correctly in speech and in writing.
4. Use 'will' and 'shall' correctly in the simple future to ask and answer questions.
5. Use 'will' and 'shall' in the simple future correctly in the negative, avoiding double negatives.

### Overview

The verbs 'will' and 'shall' are used in the simple future tense for predictions and suggestions.

The **simple future with 'will'** is used for making predictions about things we think could happen but are not 100% certain of.

Sentence and question forms are as follows:

- Positive simple future sentence: subject + will + verb  
Example: He **will** go to Bo next weekend.
- Negative simple future sentence: subject + will not + verb  
Example: You **will not** reach home in time for breakfast.
- Simple future question: will + subject + verb  
Example: **Will** they study together this weekend?

The **simple future with 'shall'** is used for expressing intentions. 'Shall' is only used with the first-person 'I' or 'we'. It is considered more formal or polite than 'will'.

Sentence and question forms are as follows:

- Positive simple future sentence: subject + shall + verb  
Example: We **shall** think about your offer.
- Negative simple future sentence: subject + shall not + verb  
Example: I **shall not** be late this time.
- Simple future question: shall + subject + verb  
Example: **Shall** we dance?

Pronoun	Future tense	Example
I	will/shall	I shall be there tomorrow. / I will be there tomorrow.
you	will	You will travel with us.
he/she/it	will	He will bring the cake. / She will bring the cake. / It will be a nice day.

we	will/shall	We shall play football after school. / We will play football after school.
you	will	You will arrive at 5 o'clock.
they	will	They will call us when they reach the station.

## Practice

### Activity 1

Complete the following sentences with an appropriate verb in the future tense.

1. Suzan \_\_\_\_ to Lusaka for the chess tournament.
2. I \_\_\_\_ not \_\_\_\_ any more money on sweets.
3. They \_\_\_\_ with their extended family.
4. \_\_\_\_ he \_\_\_\_ to play the guitar?
5. We \_\_\_\_ Musa's car and go to Freetown.

### Activity 2

1. Write 5 positive and 5 negative sentences to predict your future using the forms you learned in this lesson.
2. Write 5 questions for a friend about their future. Keep in mind the different uses of 'will' and 'shall'.

<b>Lesson Title:</b> Reading Comprehension – Science Fiction	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L037	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Read a text with fluency.
2. Make predictions about a text.
3. Infer meaning from a text.
4. Answer questions on a text.

## Overview

**Science fiction** is a text that is set in the future. Because the future is unknown, the writers invent their own version of what things will be like. This type of writing often includes things such as:

- Advanced technology
- Other life forms like aliens
- Space travel or time travel
- Robots or machines doing human jobs
- Alternate world

Before you read, make **predictions** about what you think might be in the text. Then read the text to see if you are right. This helps increase your general knowledge. It also helps you focus on what you are reading better and makes reading more interesting.

## Practice

### Activity 1

Read the text and answer the comprehension questions on it.

#### Examinations in the Year 2099

Next week, I am going to have my final examinations. I am in Senior Secondary 8 and cannot wait for secondary school to be done. The year is 2099 and I am 25 years old. My **foster** parents wonder why I am in a **rush** to finish. I will live to be at least 120, so why the hurry?

My **robot** teacher has told me the examination will be **comprehensive**. I will have to program my brain with a **multitude** of different **software** systems to make sure that I have all of the information available when I sit the examination. The software will help, of course, but I still need to be able to **recall** where to find all of the answers. I am going to sit there and **concentrate** hard so my computer can read my thoughts and **transmit** them to the examiner.



Once I complete the examination, the examiner will assess my answers and assign me to a new planet. I will go wherever my skills are needed most. My foster sister is on Mars and says that life there is quite **fascinating**. They need more **engineers**, so I hope that I score well in Science and Maths and can join her there. The travel time is quite long – it can take up to a week to reach Mars, but with new **technology**, that is rapidly decreasing. I cannot wait for the day when we can hop on a **spaceship** and travel to another planet within 24 hours. That would give me the opportunity to have so many new adventures!

### Comprehension questions

1. Is this the last year of school for the writer? How do you know?
2. How does the writer put examination answers into the computer?
3. Who decides which new planet people go to?
4. How long does it take to reach Mars?
5. What kind of people are they looking for on Mars? In what subjects do they do well?

### Activity 2

Choose the word or phrase that can best replace the words in **bold** in the context of the text.

1. rush
  - a. to hurry
  - b. to encourage development
  - c. to take one's time
2. comprehensive
  - a. including everything
  - b. including parts
  - c. including the manual
3. to recall
  - a. to forget
  - b. to remember
  - c. to practise
4. robot
  - a. a machine programmed by a computer that can do complex tasks
  - b. a difficult job
  - c. a substitute
5. fascinating
  - a. funny
  - b. boring
  - c. interesting

<b>Lesson Title:</b> Reading Comprehension – Science Fiction	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L038	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Read a text with fluency.
2. Infer meaning from a text.
3. Answer questions on a text.

## Overview

**Science fiction** has been a popular kind of fiction for more than a hundred years. It is interesting to read stories written long ago because some of the things that people thought were very futuristic at that time have already happened.

Science fiction is not written about the future in the future tense. Instead, the setting is a time in the future and the story is told in the present tense.

Sometimes writers make up new vocabulary for things that do not exist yet.

## Practice

### Activity 1

Read the text and answer the comprehension questions on it.

#### A Party in the Future

Once I pass my examination, the examiner will let me go home. I will be with my birth family and friends for the first time in eight years. I am going to have a party for all my friends to celebrate finishing school. I will have the robot clean the house from top to bottom so it looks brand-new for the party.

I am going to **pre-order** most of the food from a restaurant in the city. I will telepathically communicate the order by thinking about what we want. They will then send a very small, fast plane with the food inside and it will be there in seconds. Some of the food will be cooked by my mother, because she is **old-fashioned** and likes to make things in the kitchen. She likes to make food like pizza and sandwiches, which my friends find very funny as no one chews food these days. We normally have food made from powder mixed with water because it is full of vitamins and is easy to drink. They do like my Mum's food though, because it is so **peculiar**.

My friends are going to arrive by midnight and we are going to dance to the newest music. My house is **versatile** and uses **cutting-edge** technology to change the size of the rooms. If we want more space to dance, we can press a button and the walls will move to make a bigger room. We can also change the colour of the lights and have films shown on the walls so it feels like we are in a jungle or a big city. The

music can be as loud as we like because, of course, all the houses around us are soundproof.

We will be sad because it is the end of our school years, but also excited because we will be going on new adventures. We can talk to each other any time we want by computer, so we will not stop being friends. I will also invite friends from different planets to the party because they can join by computer – then it is almost like they are in the room with us.

### Comprehension questions

1. How is the food pre-ordered?
2. Why is the writer's mother going to be in the kitchen?
3. What are people going to do at the party?
4. What can the writer do if there is not enough room to dance?
5. Is the writer confident about passing the exam? How do you know this?

### Activity 2

Fill in the blanks with the words or phrases in **bold**.

1. My friend is \_\_\_\_\_. He likes to wear a suit and tie every day instead of jeans and trainers.
2. I went to the bookshop to \_\_\_\_\_ a new grammar book which is being published next month.
3. The college in the city has \_\_\_\_\_ equipment. Everything is new.
4. He is a \_\_\_\_\_ worker. He can do many different things in the office.
5. It is my mother's birthday today!  
It is my mother's birthday too, isn't that \_\_\_\_\_?

### Activity 3

Choose the meaning which best matches the word or phrase from the story.

1. brand-new
  - a. never used before
  - b. a new brand of something
2. cutting edge
  - a. old and not useful
  - b. new – the latest thing
3. old-fashioned
  - a. liking old ways and styles
  - b. current ways and ideas
4. versatile
  - a. only able to do one thing
  - b. able to do different things
5. telepathically
  - a. communication between minds
  - b. to use a telephone to communicate

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L039	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

Writing a story is a chance for you to use your imagination. Here are some things to think about when developing a piece of creative writing:

- **Setting:** Where and when does your story take place? What descriptive words can you use to describe the setting?
- **Characters:** Who is your story about? Can you describe both their appearance and personality? What interesting details can you include?
- **Plot:** What is the 'problem' in the story? Who does it involve? How did it begin? How does it end?
- **Point of view:** Who is telling the story? What is their perspective? What is the tone or mood?

### Practice

#### Activity 1

Read the story below and identify the following:

- Title
- An introduction to the situation and the characters
- Rising action – a buildup of the story to make readers interested
- Climax – what happens at the height of the story
- Falling action – what happens after the climax
- Conclusion – the end of the story: He/she who laughs last, laughs longest.

#### The Neighbouring Sons

Ma Jonson had a very handsome son called Ali. She lived next door to Ma McEwan who also had a son. Her son was called Ibrahim. Ibrahim was not ugly, but he was not as handsome as Ali. No one in the village was as handsome as Ali.

Ma Jonson boasted all the time to Ma McEwan about Ali. She told her how good he looked in his school uniform, how everyone loved him because he was so handsome, how he was popular and people wanted to be seen with him and how he would get a

beautiful wife in the future. Nothing in life would be difficult for Ali to achieve. Because he was so good looking, he would have everything he wanted!

Ma McEwan found all this a bit strange. She liked Ali but did not think being handsome was a good enough reason for Ma Jonson to think he was the best in the village. Ma McEwan was a quiet woman, though, and kept to herself. When Ma Jonson went around telling everyone how perfect Ali was, she held her tongue.

All the time Ali was listening to his mother, he did not do much at school. He knew he did not have to work hard because everything in life would be easy. In the meantime, Ma McEwan was quietly encouraging Ibrahim to work hard, to be kind and patient with people and to develop his character to be a strong, honest man in the future.

Now, Ibrahim is a doctor. He worked so hard at school that he won a scholarship to the university to study medicine. Ali sometimes works in jobs that do not pay much, but often he has no work because he has no qualifications. Now, Ma Jonson is the quiet one. When Ma McEwan tells her about Dr Ibrahim and the good he is doing in the community, she says nothing. Ma McEwan is a nice person so she does not say too much, but inside she is very happy with the way things have turned out. She who laughs last, laughs longest.

**Activity 2**

You are going to write a story that ends with the expression, 'He/she who laughs last, laughs longest'. Use the outline below to develop your story ideas. Check your notes from class and fill in as many details as you can to prepare for the next lesson's writing activity:

Introduction:
Rising action:
Climax:
Falling action:
Conclusion ending with the expression: 'He/she who laughs last, laughs longest.'

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L040	<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

It is useful to use an outline when writing a story. Think about what kind of writing you are going to do, then find an example outline, or make one yourself. Use the outline to put your ideas on paper and fill in as many details as you can before you write. In addition, think about doing the following:

- Check the spelling of words you will use and write them in the outline so you have them on hand when you need them.
- Think about figurative language you could use; for example, similes and metaphors.
- Think of ways to make the story come alive by using adjectives and adverbs, and using words that engage the 5 senses.

### Practice

Use the following outline to write a story ending with the expression, 'A penny saved is a penny earned'. Remember, this expression means that money you save today can be better spent later.

Introduction:
Rising action:
Climax:
Falling action:
Conclusion ending with the expression: 'A penny saved is a penny earned'.

<b>Lesson Title:</b> Comprehending a Listening Passage	<b>Theme:</b> Listening
<b>Practice Activity:</b> PHL1-L041	<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 own words.
3. Use context clues to infer meaning of new words.

### Overview

Summarising a listening passage uses the same principles as summarising other texts. When you are summarising a listening passage, you should make note of the following:

- Names
- Numbers (Example: dates, times)
- Key points
- Interesting facts

Here is an example with the radio interview of Aminata Charles:

The athlete Aminata Charles was interviewed on the radio. The host asked her about her sport, her routine, her achievements and her life goals.

She talked about getting up early and training, and about specialising in the 100 metres. She loves running and started winning competitions at school, then bigger competitions. Apart from running, she wants to study to be a nurse. Her life goal for sports is to run for Sierra Leone in the Olympics.

### Practice

#### Activity 1

Read the radio interview then answer the comprehension questions on it.

#### An Interview with an Athlete

Host: Good morning to everyone in Sierra Leone. I hope everyone is well and ready for another beautiful day. Today, we are going to talk to someone who gets up very early to train for sports events. It is Aminata Charles and she is an **athlete**. Good morning, Aminata. Welcome to the show. How are you today?

Aminata: I'm very well, thank you, and happy to be here!

Host: Aminata, tell us which part of athletics you **specialise in**.

- Aminata: Running. I like the 100 metres best, but I also sometimes do longer races like the 1000 metres.
- Host: Tell us something about your training **routine**.
- Aminata: Every morning, I get up at 5 o'clock and go to the sports hall. I do some **warm-up exercises** so that I don't hurt myself when I'm running and then I do a few practice runs. I have a coach who encourages me, and there are usually a few others who I can race against, just for practice and fun.
- Host: Tell us about your **achievements** so far.
- Aminata: I didn't know I was good at running until I started winning competitions at school: first in my own school and then in competitions in the district. I began training **in earnest** and then started winning competitions province-wide. I love training and running, so it is a pleasure for me.
- Host: What do you do **apart from** running?
- Aminata: I study. I'm in my last year of school, and I want to go to university to study nursing when I'm finished.
- Host: You are a very busy person! What are your sports goals for the future?
- Aminata: I want to run for Sierra Leone in the Olympics.
- Host: We wish you all the best and hope that you will be a great success in your nursing career and also win us a medal in the Olympics. Thank you very much, Aminata, for coming to talk to us today.

### Comprehension questions

1. What is Aminata's training routine?
2. When did Aminata discover she was good at running?
3. Which kind of running does she prefer?
4. When will Aminata finish school?
5. What does the talk show host hope for her future?

### Activity 2

Fill in the blanks below with the words and phrases in **bold** according to their meaning in the listening passage.

1. He is a doctor. He \_\_\_\_\_ pediatrics.
2. I know that you like studying, but what do you do \_\_\_\_\_ that?
3. They are \_\_\_\_\_. Every day after school, they train with their teammates.
4. He won a big spelling competition against 100 pupils. It was a big \_\_\_\_\_ for him.
5. About 2 months before the exam, you will all have to start studying \_\_\_\_\_.
6. Before you run, you should start with some \_\_\_\_\_.
7. Tell me about your daily \_\_\_\_\_.



<b>Lesson Title:</b> Consonant Clusters	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL1-L042	<b>Class:</b> SSS 1



### Learning Outcomes

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

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

### Overview

**Consonant clusters** are sounds made from 2 or more consonants together in a word with no vowel in between them. There are many consonant clusters in English.

Although consonant clusters can be in the initial, medial or end position of a word, some consonant clusters are only found in 1 or 2 of these positions, not all.

Consonant clusters in the initial position of a word may include 2 or 3 consonants. Consonant clusters in the end position may include up to 4 consonants.

Sometimes consonant clusters can be hard to pronounce. When reading consonant clusters, try to say the sounds together rather than separating them out.

### Practice

#### Activity 1

Practise reading the words in the table aloud.

Consonant cluster	Example words
st	best, step, cluster
sk	ask, desk, mask
sp	crisp, sport
nd	and, band, end, find
nt	different, parent, plant
nk	bank, drink, thank
pt	accept, except, attempt
ft	gift, left, lift
ct	direct, object, project
br	bright, break, bring, bread
cr	cry, crab, crazy
fr	from, free, friend
gr	grade, grandparent, grape
pr	practise, press, price
tr	truck, trust, travel
sc	school, score, scale

dr	drip, dry, drown
sm	small, smart, smash
sn	snore, snap, snail
sw	sweet, swim, sweat

### **Activity 2**

Add at least 1 new word for each of the consonant clusters to the table.

<b>Lesson Title:</b> Consonant Clusters	<b>Theme:</b> Listening and Speaking
<b>Practice Activity:</b> PHL1-L043	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Identify and pronounce consonant clusters in words.
2. Pronounce consonant clusters in initial, medial and end position in words.
3. Identify consonant clusters in a listening passage.

## Overview

**Consonant clusters** are groups of 2 or more consonant sounds.

- They can come before a vowel, after a vowel or between vowels. (Example: step, best, cluster)
- Some consonant clusters can be found at the beginning, middle or end of a word. (Example: start, rested, best). Most, however, are found either toward the beginning or end of words.
- Sometimes consonant clusters can be hard to pronounce. When reading consonant clusters, try to say the sounds together rather than separating them out.

## Practice

### Activity 1

Practise reading the following text aloud, concentrating on your pronunciation of the consonant clusters.

I have a **friend** who is **small** and **sweet**. We go to **school** together every day **except** at the **weekend**. My **friend** **attempts** to **practise** **sports** after **school** but he is not **great**. Sometimes we **travel** to **different** **schools** for **sports** events.

### Activity 2

Underline the consonant clusters in each sentence and practise reading them aloud.

1. He went to the bank to thank the manager.
2. The band ended at midnight.
3. He grew different plants this year.
4. Bring the bread!
5. He left his gift behind.

<b>Lesson Title:</b> Spelling	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L044	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Identify spelling rules.
2. Apply spelling rules when writing words.
3. Write sentences spelling words correctly.
4. Correct words that are spelled incorrectly.

### Overview

**Spelling** in English can sometimes be confusing. There are 5 basic rules which can help us with our spelling.

**Rule number 1** is as follows:

- Put 'i' before 'e' except after 'c'.  
Examples:
  - 'i' before 'e' – achieve, believe, thief, friend
  - except after 'c' – deceive, deceit, ceiling, conceive
- With words that have 'ei' and pronounced like 'ay', it is different.  
Examples: neighbour, weight, vein, feign

**Rule number 2** is as follows:

- When adding '-ed' or '-ing' to most words that end in a consonant, the consonant is doubled before adding the '-ed' or '-ing'.  
Examples: drop – dropped, dropping; control – controlled, controlling; refer – referred, referring

**Rule number 3** is as follows:

- For most words ending in '-e', drop the 'e' before adding '-ing'.  
Examples: write – writing; hope – hoping; close – closing; examine – examining

**Rule number 4** is as follows:

- When forming plurals, singular nouns ending in '-y' change to '-ies'.  
Example: baby – babies; fly – flies; lady – ladies
- Some nouns are exceptions to the rule.
  - If they have a vowel before the 'y' they do not change.  
Examples: monkey – monkeys; boy – boys; key – keys

**Rule number 5** is as follows:

- When forming plurals, singular nouns ending in '-f' or '-fe' change to '-ves'.  
Examples: loaf – loaves; half – halves; leaf – leaves; shelf – shelves; wife – wives

## Practice

### Activity 1

Identify which of the spelling rules apply to the words in **bold**.

1. The **ladies** meet at the tea shop every Thursday.
2. Put the books on the **shelves**.
3. They went **shopping** in Freetown.
4. He has 4 **donkeys** on his smallholding.
5. He is **writing** an essay for his homework.
6. He **stopped** playing football because he had to study.
7. Mosquitoes were **biting** me last night.
8. She saw her **friend** last night.
9. The **leaves** are falling off the tree because it is getting cold.
10. Did you **receive** a letter from your grandparents?

### Activity 2

Correct the spelling in the following paragraph.

Freetown is a great place to go shopping. The shelves in the supermarkets are full. You would not beleive how much there is in the markets. I often go out with freinds who are liveing there. They are my grandparents' nieghbours. After shopping, we like siting and looking at all our purchases. I think it is the same all over the world – ladys like to shop.

<b>Lesson Title:</b> Vocabulary Development: Fishing	<b>Theme:</b> Reading
<b>Practice Activity:</b> PHL1-L045	<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 fishing.
2. Use context clues and inference to determine the meaning of new words in a text.

### Overview

When you sit the WASSCE English Language examination you are tested on general vocabulary. **Fishing** is one of the general vocabulary topics. The following list contains some vocabulary and definitions related to the field of fishing:

- Bait (n): Food that is used to attract fish
- To bite (v): When a fish takes the hook into its mouth
- To cast (v): To throw the end of a fishing line into the water
- Catch (n): Fish that have been caught
- Hook (n): A piece of metal attached to a fishing line used to catch fish
- Line (n): A long thread of nylon
- Lure (n): An artificial fly to get the fish's attention
- Rod (n): A long pole to put the fishing line on
- To scale (v): To scrape and clean off the body of a fish
- Tackle (n): All the equipment a fisherman uses

### Practice

#### Activity 1

Read the text and answer the comprehension questions on it.

#### My Uncle the Fisherman

My uncle is a fisherman. He has to get up very early six days a week in order to be out on the sea in time. He keeps all his fishing tackle in a big, wooden box in his garden. He uses his only day away from the sea to maintain the tackle by cleaning it, replacing broken parts and making sure the lines and nets are not tangled up. This saves time when he has to get up early, because everything is ready.

He always hopes to get a big catch. Sometimes he uses a net, but he also uses a rod for bigger fish. He puts bait on the hook, or if he does not have any live bait, he uses an artificial lure. The bait can be worms or maggots that he finds in the garden and keeps in a small plastic box. It is not a nice job finding the bait. After he has prepared the rod, he casts the line far out into the sea and waits for the fish to bite. Sometimes

he is very successful and takes a lot of fish home to scale, but sometimes he only gets a few fish.

Often he is completely alone in the part of the sea he has chosen, but sometimes there are other fishermen nearby, and this is comforting. He is used to being alone, though, and spends a lot of the day thinking about life. Unfortunately, he cannot read, so he cannot take a book with him to pass the time. On the days when he catches a lot of fish quickly, he can take the boat back to the beach and go home early. Some days, though, he is out until after dark, hoping for a few more fish for his wife to sell in the market the next day. It is not an easy life.

### **Comprehension questions**

1. How many days a week does the writer's uncle get up early?
2. Why does he maintain his fishing tackle on his day off?
3. What does he use for bigger fish?
4. What kind of bait does he use?
5. Is he always alone when he is fishing?
6. Does he take books with him when he is in the boat?
7. Who sells the fish?
8. Is this a job you would like to have?

### **Activity 2**

Choose the correct word to fill in the blanks.

1. After you catch a fish you must \_\_\_\_\_ it.
2. My fishing \_\_\_\_\_ is 50 metres long.
3. I got a \_\_\_\_\_ caught in my finger. It was very painful.
4. I used worms from my garden as \_\_\_\_\_.
5. It is best to \_\_\_\_\_ your line as far as you can.
6. When a fish \_\_\_\_\_ you must be strong to pull it in.
7. I keep all my \_\_\_\_\_ clean so I can leave quickly in the morning.
8. My \_\_\_\_\_ is made from wood.
9. When I do not have time to get worms, I use a \_\_\_\_\_.
10. He got a very big \_\_\_\_\_ today: over 100 fish!

<b>Lesson Title:</b> Vocabulary Development: Fishing	<b>Theme:</b> Writing
<b>Practice Activity:</b> PHL1-L046	<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 fishing.
2. Complete a text on the topic using appropriate vocabulary.

### Overview

**Fishing** is one of the general vocabulary topics on the WASSCE. The following list contains some vocabulary and definitions related to the field of fishing. Try to incorporate these words and others into your writing.

- Bait (n): Food that is used to attract fish
- To bite (v): When a fish takes the hook into its mouth
- To cast (v): To throw the end of a fishing line into the water
- Catch (n): Fish that have been caught
- Hook (n): A piece of metal attached to a fishing line used to catch fish
- Line (n): A long thread of nylon
- Lure (n): An artificial fly to get the fish's attention
- Rod (n): A long pole to put the fishing line on
- To scale (v): To scrape and clean off the body of a fish
- Tackle (n): All the equipment a fisherman uses

### Practice

#### Activity 1

Read the essay that you wrote in class and check for the following:

- Have you included as many fishing words as possible?
- Have you used descriptive language such as adjectives, adverbs and figurative language?
- Does your essay have a title?
- Is your essay organised into 5 paragraphs?
- Do your paragraphs have good topic sentences?
- Do you have a conclusion that connects to the main idea of your essay?
- Are your spelling and grammar correct?

#### Activity 2

Write a paragraph describing the life of a fisherman in Sierra Leone. Use as much of the new vocabulary as you can. Use the following questions to guide you:



- What time of day/year do people go fishing?
- Where do they go fishing?
- What equipment do they use?
- What kind of fish do they catch?
- What do they do with the fish?

<b>Lesson Title:</b> Singular and Plural Nouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L047	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define nouns and demonstrate understanding of their function in a sentence.
2. Identify nouns in a sentence.
3. Distinguish between singular and plural nouns.
4. Write nouns in their singular and plural forms correctly.
5. Use articles and nouns correctly.

### Overview

**Nouns** are a class of words that can function as the subject or object in a phrase or sentence. They are usually people, places, animals, things, states.

The following table shows some examples of different categories of nouns:

People	Places	Animals	Things	States
girl	city	cow	shoe	love
teacher	continent	goat	boat	pride
driver	school	mammal	book	envy
Mary	park	reptile	lamp	happiness
farmer	street	snake	pen	fear
grandmother	hospital	horse	photo	joy
friend	village	donkey	bed	exhaustion

Regular nouns are made plural by adding ‘-s’ on the end.

- Some nouns cannot be made plural. These are called non-count nouns and include state nouns. (Example: ‘pride’ or ‘love’)

Nouns take articles, which are either definite or indefinite:

- The articles ‘a’ and ‘an’ signal that the noun is indefinite, referring to any member of a group. Plural nouns do not take indefinite articles.

Example:

- ‘My son really wants a dictionary’: This refers to any dictionary. We do not know which one we will buy yet.
- ‘Somebody call a doctor!’: This refers to any doctor. We do not need a specific doctor; we need any doctor who is nearby.
- Using ‘a’ or ‘an’ depends on the initial sound of the following word.
  - Use ‘a’ for a singular noun starting with a consonant sound.  
Examples: a boy, a dog, a car
  - Use ‘an’ for a singular noun starting with a long ‘u’ vowel sound.  
Examples: a university, a unicorn

- Use 'an' for a singular noun starting with a vowel sound or a silent 'h'.  
Examples: an egg, an hour, an introduction
- The article 'the' is used before singular and plural nouns when the noun is specific. It shows that the noun is definite, that it refers to a particular member of a group.  
Example:
  - 'The dictionary my parents bought was published in the UK': This refers to a specific dictionary – the one he now has.
  - 'I was happy to see the doctor who helped me': This refers to a particular doctor. Even if we do not know the doctor's name, it is still a specific doctor – the one who helped the patient.

## Practice

### Activity 1

Read the sentences below and do the following:

- Identify the nouns in the sentence.
  - Identify which category of noun they are (people, place, animal, thing, state).
  - Identify if they are singular or plural.
1. He bought a new bicycle and rode it to school.
  2. The doctor saw a patient and admitted him to hospital.
  3. Pharmacists measure medicines before they sell them in the pharmacy.
  4. There is a lot of wildlife in Africa.
  5. Pride is an emotion that can be positive or negative.

### Activity 2

Make the nouns in each of the following sentences singular or plural.

1. (Doctor) treat (patient) in (clinic) or (hospital).
2. She wanted a new (coat), so she went to many (shop) to find one.
3. They asked the (policeman) where the 2 (girl) were.
4. (Nigeria) is a very big (place).
5. (Hate) is a very strong (emotion).

<b>Lesson Title:</b> Nouns – Spelling Irregular Plural Nouns	<b>Theme:</b> Grammar
<b>Practice Activity:</b> PHL1-L048	<b>Class:</b> SSS 1



### Learning Outcomes

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

1. Define nouns and demonstrate understanding of their function in a sentence.
2. Identify nouns in a sentence.
3. Distinguish between singular and plural nouns.
4. Write nouns in their singular and plural forms correctly.
5. Use articles and nouns correctly.

### Overview

Remember that nouns are a class of words that can function as the subject or object in a phrase or sentence, and are usually people, places, animals, things or states.

There are different ways of spelling **plural nouns**, depending on the letter they end in. Some nouns cannot be made plural at all.

The following table demonstrates the rules for plural nouns:

Noun category	Rule	Example
Regular nouns	Add ‘-s’ to form the plural	cats, trucks, schools,
Nouns that end in ‘-s’, ‘-sh’, ‘-ch’	Add ‘-es’ to form the plural	buses, brushes, beaches
Nouns that end in ‘-z’	Add ‘-zes’	quizzes
Nouns that end in ‘-f’ or ‘-fe’	Some add ‘-s’ while others remove the ‘-f’ and add ‘-ves’	shelves, wives
Nouns that end in ‘-y’	If the word ends in a vowel (a,e,i,o,u) + ‘y’ then just add ‘-s’.  If the word ends in a consonant + ‘y’ remove the ‘-y’ and add ‘-ies’	monkeys, trays, journeys  parties, countries, babies
Nouns that end in ‘-o’	Some add ‘-s’ while others add ‘-es’	radios, kilos, pianos videos, potatoes, heroes
Irregular plural nouns – spelling change	Some change their spelling for plural	child – children woman – women tooth – teeth person – people mouse – mice
Irregular plural nouns – no change	Some are the same in plural and singular form	deer – deer fish – fish sheep – sheep

Scientific nouns	Some of these keep their Latin plurals	syllabus – syllabi fungus – fungi cactus – cacti thesis – theses phenomenon – phenomena index – indices appendix – appendices criterion – criteria
Mass nouns	Have no plural form	furniture information knowledge homework livestock education
State nouns	Often have no plural	love hate envy happiness

## Practice

### Activity 1

Put the following nouns into the correct column in the table below and write them in plural form:

- bed
- beach
- fungus
- woman
- sadness
- pride
- thesis
- livestock
- shelf
- quiz
- tree
- fish
- education
- brush
- loaf
- plan
- child
- appendix
- joy
- homework

Regular nouns	s, sh, ch	z	f, fe	Irregular nouns	Scientific nouns	Mass nouns	State nouns

### Activity 2

Change the nouns in the following sentences to plural, or leave them as they are if they have no plural form.

1. There are many (car) in Kano.
2. They have 2 (shelf) in the kitchen to put their food on.
3. (Homework) should be done in the evening, not in the morning before school.
4. (Person) need a good (livelihood) to survive.
5. (Sadness) is a difficult emotion to deal with.
6. They have a lot of (sheep) on their farm.
7. (Fungus) are difficult to grow because they need a dark, damp environment.
8. She uses (brush) to paint.
9. (Education) is important for the development of a country.
10. How many (truck) were there on the road?

## Answer Key

<b>Lesson Title:</b> Introducing Self and Others
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<b>Practice Activity:</b> PHL1-L001
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Example Introduction:

My name is Sesay. I am 16 years old and a pupil at Ahmadiyya Muslim Secondary School in Freetown. I was born in Lunsar, but my family moved to Freetown when I was small. At school I enjoy debates, but my real passion is football. I train every week with my team and play for fun with my friends at weekends.

<b>Lesson Title:</b> Simple Present Tense
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<b>Practice Activity:</b> PHL1-L002
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### Activity 1

1. study
2. wants
3. improves
4. arrives
5. is
6. are
7. listen
8. travel
9. use
10. rains

### Activity 2

**He/She is** a pupil at Prince of Wales Secondary School. Every day **he/she gets** up early, before the sun rises. **He/she eats** breakfast and feeds **his/her** little sister while **his/her** mother and father prepare to go to work. **He/she walks** to school with friends, but once **he/she arrives he/she goes** to **his/her** own classroom. This term **he/she is** studying Chemistry. **He/She works** very hard in class because **he/she wants** to get a scholarship to study Chemistry in university. After school, **he/she does** extra reading to prepare for the WASSCE. If **he/she scores** well on the examinations, **he/she** will go to university.

<b>Lesson Title:</b> Simple Present Tense
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<b>Practice Activity:</b> PHL1-L003
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### Activity 1

1. false
2. false
3. true
4. false
5. true

### Activity 2

1. My sister and I do not go to school on the first bus.
2. The zookeeper does not tame young lions in the open fields.
3. I do not detest visiting the hospital during an epidemic.
4. A space craft does not normally fly lower than a passenger plane.
5. They do not spend more money on food than on fuel.

### Activity 3

1. Are there are wild animals in the Gola Forest?
2. Does a she-goat whelp every year?
3. Do Saffiatu and Amadu write faster than every other person in the class?
4. Is the human brain more efficient than a computer?
5. Do all of the girls delight in Mathematics and Science?

#### Activity 4

1. Steven denies that he is the owner of the wallet.
2. Our manager refuses to accept late applications.
3. The cow does not go anywhere / goes nowhere without its tail.
4. No sentence in a good essay is unclear.
5. The officers at the checkpoint do not allow any passage of stolen goods.

#### Activity 5

1. Yes, a battlefield soldier really needs a gun.
2. Yes, chemistry is as necessary a school subject as English.
3. No, girls are not weaker at schoolwork than boys.
4. No, it does not rain more heavily in the desert than along the coast
5. Yes, Africa is less populated than China.

#### Activity 6

1. works
2. makes
3. do
4. seem
5. wonder
6. is
7. says

<b>Lesson Title:</b> Dialogue
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<b>Practice Activity:</b> PHL1-L004
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#### Activity 1

1. The dialogue is about Aminata's visit to Nigeria.
2. A sentence that shows what the dialogue is about is 'Aminata is telling Charles about a trip she recently took to Kano'.
3. Charles asks about Aminata's trip, Kano, Nigerian money and Nigerian food.

#### Activity 2

1. false
2. true
3. false
4. false
5. false

#### Activity 3

Example answers:

1. She shows delight in the city of Kano. She wishes to visit another city of Nigeria called Lagos.
2. Aminata struggled with the dry and dusty atmosphere of Kano and the initial difficulty with the naira.
3. Aminata tells Charles what impressed her and what she found uncomfortable on her visit to Nigeria.

<b>Lesson Title:</b> Parts of Speech
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<b>Practice Activity:</b> PHL1-L005
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#### Activity 1

1. adjective
2. verb
3. preposition
4. conjunction
5. adverb
6. pronoun
7. interjection
8. noun
9. verb
10. noun

#### Activity 2

1. People of different races (noun) race (verb) across the finish line.
2. If you complete the above (noun), you shall be above (preposition) everyone else and you shall have complete success.
3. Will he act (verb) in the next act (noun) of the play?



4. Use the brush (noun) to brush (verb) your hair.
5. If you work with print (adjective) media you must learn to print (verb).

### Activity 3

Examples:

1. The cat ran over the table and under the desk.
2. They walked quickly and carefully to get her to school on time.
3. Wow! The fat, old cows live in that tiny kraal.
4. The pupils went very quietly around the school and into the office.
5. It has a soft coat and soft ears but a very wet nose.

<b>Lesson Title:</b> Parts of Speech
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<b>Practice Activity:</b> PHL1-L006
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### Activity 1

1. Pronoun – replaces the noun **Tom**
2. Conjunction – joins the 2 clauses about the actions of **David** and his **opponents**
3. Preposition – shows the position of the noun **convict** in relation to the noun **guards**
4. Adverb – shows how well (the manner in which) we must **speak**
5. Adjective – showing the quantity of the noun **women**

### Activity 2

- |                       |                      |
|-----------------------|----------------------|
| • hesitate: verb      | • silver: adjective  |
| • 5-star: adjective   | • Banjul: noun       |
| • school: adjective   | • most: adverb       |
| • during: preposition | • elegant: adjective |
| • 3-day: adjective    | • complex: noun      |
| • welcomingly: adverb |                      |

### Activity 3

1. true 2. true 3. false 4. true 5. false

<b>Lesson Title:</b> Reading Skills Development – Skimming
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<b>Practice Activity:</b> PHL1-L007
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1. The title indicates that the text will explain how beaches get dirty and what can be done to make them clean.
2. One would anticipate information about the ways in which people contribute to the dirtiness of beaches.
3. The last paragraph summarises the contents of the text: how beaches get dirty, what and who are responsible for the problem and why it is very necessary to keep them clean.
4. The first paragraph would be useful because it introduces the main ideas of the text and the other paragraphs provide the details.
5. People, as well as natural events, make beaches very dirty. People should realise the value of beaches and the need to keep them clean.
6. 'Solution'
7. 'Causes of Dirty Beaches' reflects the first sentence of paragraph 2.

<b>Lesson Title:</b> Reading Skills Development – Scanning
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<b>Practice Activity:</b> PHL1-L008
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1. The London Cup took place in the UK.
2. Caroline Smith won the London Cup.
3. The winner was from Manchester.
4. All of the countries from the EU participated in the swimming competition.
5. Gaston Bertrand is from France. He completed the 100-metres race and won by 3 metres.
6. A marathon was held in Accra. Five-thousand runners participated.
7. The football match was in Monrovia. Sierra Leone won by 3 to 1.

<b>Lesson Title:</b> Vocabulary Development: Family and Home
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<b>Practice Activity:</b> PHL1-L009
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1. The 2 main types of family mentioned in the text are the nuclear family and extended family. The nuclear family is a father, mother and their children living together in one household. An extended family is a large group of relatives who live in the same household or near one another.
2. The 3 countries are Sierra Leone, Japan and UK.
3. It is most likely to be in the company of great-aunts and great-uncles in Sierra Leone.
4. No, it does not discuss stepparents.
5. The countries are similar because family is important in all 3 countries.
6. Space in Japan is limited; an apartment is only big enough to house the nuclear family.
7. In Sierra Leone, there is payment of a bride price.
8. Married youths in Japan live close to their family homes, a tendency toward extended family life.
9. Words with the same meaning:
  - a. people who were born around the same time
  - b. the same for everyone; worldwide
  - c. cohabitating
  - d. money paid to the bride's family in order to marry her
10. Example answer: I prefer the family structure of Sierra Leone because it facilitates socialisation with many relatives.

<b>Lesson Title:</b> Vocabulary Development: Family and Home
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<b>Practice Activity:</b> PHL1-L010
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### Activity 1

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

### Activity 2

Example paragraph:

My mother is from Kabala, but she moved to Bo when she married my father. All of her in-laws live in Bo as well. My father has a large extended family with many cousins. When the relatives come together for celebrations like engagements and weddings it is so lively! My

mother's family is much smaller. She was raised in a nuclear family with her parents and two siblings. In fact, her parents still live in Kabala where they have a cattle farm. Rearing cattle is their livelihood. Most people from their generation stayed in Kabala, but many of the younger generation have moved to Freetown. There is much more for teenagers to do in the capital.

<b>Lesson Title:</b> Punctuation – Terminal Stops
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<b>Practice Activity:</b> PHL1-L011
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### Activity 1

1. Did the requirements include a geometry set?
2. Oh! The baby nearly fell off the seat.
3. It is much easier to climb a tree than to run a marathon.
4. The lady presented all of the documents to the detective.
5. Are you sure of the departure time?
6. Stop! There is a cliff!
7. What difficulties do you foresee for the next winter season?
8. Are there many people attending the party?
9. Wow! I cannot believe Sierra Leone is in the World Cup finals.
10. The bus will arrive promptly at midday.

### Activity 2

Hellen: Whenever children organise excursions of their own, it is necessary for an adult to accompany the group. Do you know why it is so? It is because children are likely to make mistakes and they can quickly run into danger. Did not the juggler in a Boys Club tread on a snake during a school picnic last year?

Harriette: What! How did it end?

Hellen: The snake bit him and everyone was worried.

<b>Lesson Title:</b> Punctuation – Terminal Stops
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<b>Practice Activity:</b> PHL1-L012
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### Activity 1

1. The chief posed several questions: Did the theft take place? Who was in the room? Did you report it to the police?
2. 'Were the farmers invited to the workshop?' the coordinator asked.
3. Be quiet! I cannot hear the news on the radio.
4. The title of John's essay is 'Work Hard, Play Hard'.
5. David said, 'There is no reason for another quarrel'.

### Activity 2

'Please remove all the stock in the office block', said the logistics officer, 'and transfer everything to the new store. The present phase of the project must start with a clear direction'. At least that was his plan. But can you guess how the junior staff members responded to him? They turned their backs and left the office without a word. The officer's expressions of anger received no attention either. 'What is going on!' he muttered. But the workers knew what they were doing. Their bosses had left them unpaid for three full months

while demanding regular payment of weekly contributions from them. Would they offer their obedience under these circumstances, do you think?

### Activity 3

1. exclamation mark
2. full stop
3. question mark
4. full stop
5. exclamation mark

<b>Lesson Title:</b> Present Continuous Tense
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<b>Practice Activity:</b> PHL1-L013
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### Activity 1

1. I own 2 big cars and a big house.
2. War is violating every moral standard in the world.
3. The institution is undergoing another phase of reconstruction now.
4. The perfume smells so sweet and attractive.
5. You and I need less company than that large crowd offers.

### Activity 2

1. Is the ministry distributing the supplies this month?
2. Are musicians contributing more than we expect?
3. Are the entrepreneurs pushing forward for new opportunities?
4. Are new countries still emerging while the end of the world stands so imminent?
5. Are both teams training at the same time and at the same stadium?

### Activity 3

1. Are you never completing this project?
2. The team is not playing any match in August.
3. They are travelling neither by land nor by sea but by air.
4. Things are not getting any better for the organisation.
5. We are not removing any furniture from this building.

<b>Lesson Title:</b> Present Continuous Tense (future use)
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<b>Practice Activity:</b> PHL1-L014
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### Activity 1

- a. true   b. false   c. true   d. false   e. true

### Activity 2

1. We are not constructing a new bridge across River Moa.
2. She is not preparing for another trip to the city.
3. I am not looking for another driver.
4. The baby is not reaching out for the toy.
5. Musa is not writing his English Language assignment.

### Activity 3

1. Are the cows grazing in the field?
2. Is the oil leaking through this crack?
3. Are Sayo and Mattu riding the new bicycle?
4. Is she communicating with the general membership?
5. Are the mechanics cleaning the machine?

#### Activity 4

1. The manager is not prescribing any new prices.
2. She is not denying that you are right.
3. Our company is not making any new investments.
4. The children are not playing any longer.
5. I am not donating any more funds.

#### Activity 5

1. are spending
2. is maintaining
3. is reaching
4. are expecting
5. is declining
6. are growing
7. is mounting
8. is rising

<b>Lesson Title:</b> Reading Comprehension – Fiction
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<b>Practice Activity:</b> PHL1-L015
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1. Fear affects Patrick.
2. Persuasive – Patrick convinces his parents to let him stay home alone. Brave – He is afraid of the noise but goes to investigate it anyway.
3. Patrick is responsible for his own emotions, because he lets his imagination get the better of him.
4. a. very slightly b. convinced c. scary d. taking cover
5. In the future Patrick may not get so scared by his imagination.
6. Alone in a poorly lit home on a rainy night, while his family is out visiting friends, Patrick gets frightened by his own imagination.
7. Patrick's parents may be willing to allow him to stay home alone again.
8. Desiring to stay home alone on a rainy night, Patrick becomes extremely frightened by his own imagination. After hiding for some time, he ventures out and discovers that the noises that frighten him are in fact caused by goats. When his family returns home, he reports that he has not had the slightest fear.
9. The sentence implies that the people of Patrick's community are friendly because they pay visits and receive visitors between families.

<b>Lesson Title:</b> Reading Comprehension – Autobiography
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<b>Practice Activity:</b> PHL1-L016
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#### Activity 1

1. Her full name is Lucy McEwan, but everyone calls her Mama Lulu.
2. She experienced the following: war, the death of her husband, only 5 of her 7 children living to be adults.
3. She lived in the village when Sierra Leone was a British Colony.
4. The passage reveals that the author is a self-confident person, content with her lot in life.
5. Quotes that best describe the relationship are: 'They are my life' and 'They keep me young'.
6. That the author is a living companion to her children, grandchildren and great-grandchildren implies that she could be about 100 years old.

#### Activity 2

Example answers:

1. The team was very **optimistic** about winning the football match.
2. A **gigantic** wave hit the shore and destroyed the restaurant on the beach.

3. Her father **passed away** last month at the age of 54.
4. I am not sure how we will **manage** to complete all of the homework on time.
5. **In general**, cats live longer than dogs.

<b>Lesson Title:</b> Informal Letter – To a Classmate
<b>Practice Activity:</b> PHL1-L017

Example:

Outline

Topic (What are you writing about?) My sister's wedding

Descriptive words:

See	Hear	Taste	Touch	Smell
- people dancing - beautiful dresses - friends talking - people eating	- speeches - music - singing - prayers	- wedding cake - jollof rice - fresh fish - pineapple	- wedding tent - shake hands - cold drink - gifts - plastic chairs	- flowers - women's perfume - meat roasting

Details to include:

<ul style="list-style-type: none"> <li>- The party started very late. People were sweating under the heat of the sun in their fancy clothes. I was melting from sweat.</li> <li>- The bride wore 3 different dresses at the event. Each one was more rich and colourful than the last.</li> <li>- I danced into the night. My feet were caught up by the music and I danced like a ballerina.</li> </ul>
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<b>Lesson Title:</b> Informal Letter – To a Classmate
<b>Practice Activity:</b> PHL1-L018

Example letter:

<p>Dear Peter,</p> <p>How are you doing? It's been a long time – I hope you are well. Last week I did something really exciting, so I thought I would write to tell you about it!</p> <p>We went on a school trip to the National Park. It was really interesting because we got to see the place where they rescue animals who have been hurt, before they send them back into the wild.</p> <p>The rescue area was not very big, but it was really well organised and there were all different kinds of animals there. There was an elephant that had an injured foot, and they were helping it by giving it medicine and making it do some exercises. Of course, we were not allowed to go near the elephant because elephants can be dangerous, especially when hurt, but we got to see it from a short distance away.</p>	<p>PO Box 75 Freetown. 29<sup>th</sup> July, 2017.</p>
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The whole day was really great! The guide told us how to recognise the calls of the birds and to check to see if there is enough food for all the animals. Now I really want to work in some kind of similar park or with a rescue organisation.

Write and tell me what you have been doing. How is your family? Are you studying hard?

Best wishes,  
James.

**Lesson Title:** Simple Past Tense – Regular Verbs

**Practice Activity:** PHL1-L019

### Activity 1

Kamara **opened** his eyes in the morning and **discovered** that he **was** late. He **dressed** quickly and **was** out of the house in 10 minutes. He **had** a very important job interview at an office in town. He **was** afraid he would miss it so he **walked** very quickly. He **did not have** enough money for a bus or a taxi. On the way, he **decided** to check the address of the office, which **was** on his phone in a text. He **looked** in his bag but the phone **was not** there. Where **was** it? He **panicked** and **looked** in his bag again and **searched** in his pockets. There **was** no phone. He **had** no idea where it **was**. He **walked** back in the same direction and **looked** on the street for the phone. No phone! He **did not remember** where the office **was** and there was no one around to ask. He **was** very frustrated and **decided** to give up. He **walked** slowly home. When he **stepped** into his room the first thing he **saw** on the table **was** his phone.

### Activity 2

1. removed, ordered
2. welded, pushed
3. stopped, rushed
4. opened, closed
5. contaminated, covered
6. denied, died, blamed
7. dyed, lied
8. played, did not finish
9. dried, magnified
10. looked, decided

### Activity 3

1. begged
2. shipped
3. surveyed
4. employed
5. destroyed

### Activity 4

Negative:

1. They did not walk to the boutique.
2. He did not dash at us.
3. We did not question his actions.
4. They did not bang the door too loud.
5. The chief did not jump through the window.

Questions:

1. Did they walk to the boutique?
2. Did he dash at us?
3. Did we question his actions?
4. Did they bang the door too loud?
5. Did the chief jump through the window?

<b>Lesson Title:</b> Simple Past – Irregular Verbs
<b>Practice Activity:</b> PHL1-L020

### Activity 1

1. true
2. false
3. true
4. true
5. false
6. false
7. false
8. false
9. true
10. false

### Activity 2

1. The cat did not drink all the baby's milk.
2. Panic did not overtake the onlookers at the sight of the accident.
3. The girl did not read the entire book in the given time.
4. You did not leap for joy at your first student flight across the sky.
5. When she noticed the strange voice, the lady did not hang up.

### Activity 3

1. Did the athletes run in those muddy lanes?
2. Did the flock of birds fly in when the season came?
3. Did Hawa and Bassie see the whole event?
4. Did he know who hit him? Did he hit back?
5. Did the thief fling the parcel to the said accomplice?

### Activity 4

1. We found nothing in the wardrobe.
2. Sallia no longer bought items at that store.
3. No trained personnel took the appointment.
4. The visiting student wrote no notes during the lesson.
5. The accountant issued out no money on Fridays.

<b>Lesson Title:</b> Simple Past – Irregular Verbs
<b>Practice Activity:</b> PHL1-L021

### Activity 1

1. The cook did not grind the peas enough before putting them into the pot.
2. They did not foresee the danger in time.
3. The cartographer did not draw the map on high-quality paper.
4. The manager did not keep the money in a multiple-lock vault.
5. Steven did not quit the premises as demanded by the court.

### Activity 2

1. Did Mrs Daniel rise to the top rank on that job?
2. Did Battu sleep in the same room as the patients?
3. Did the teacher shake the bottle that contained the strange chemical?
4. Did Tijan sell the food and leave his younger brother hungry?
5. Did she mean any harm towards them?

### Activity 3

1. simple present
2. simple past
3. simple past
4. simple present
5. simple present

### Activity 4

1. The wild elephant **dwelt** in the jungle, not in a house.
2. The astronaut in space **dealt** with his spacecraft, not with farm tools.



3. The escaping chick **clung** to its hen, not to the kite.
4. Organisers **lit** the Olympic Torch before the games, not after.
5. Examination candidates **strove** to pass, not to fail.

<b>Lesson Title:</b> Past Continuous
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<b>Practice Activity:</b> PHL1-L022
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### Activity 1

1. Was the teacher explaining a new topic at that time?
2. Was our team preparing for the next match that week?
3. Was the criminal posing as a police officer?
4. Were you flying between Freetown and London when you saw Banjul?
5. Were they observing the community that the guide identified?

### Activity 2

1. The children were not attending the same school.
2. We were not waiting for his instruction.
3. That musician was not launching a new album.
4. Tim and Simbo were not merely wasting their time.
5. Kumba was not learning anything new.

### Activity 3

1. Were they not receiving any rewards for their efforts?
2. She was not betting for any profit.
3. Our chairman was not expecting any payment for his services.
4. The stream was not draining into any big river.
5. Your labourers were not getting any allowances for overtime.

### Activity 4

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

### Activity 5

1. past continuous 2. simple past 3. simple past 4. simple past 5. present continuous  
6. past continuous 7. simple past 8. present continuous 9. past continuous 10. past simple

<b>Lesson Title:</b> Formal Letter – Request to a Person of Authority
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<b>Practice Activity:</b> PHL1-L023
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### 1. Example list of information:

- What is the cost of the trip?
- How many pupils are participating?
- Which teachers are participating? What is their role?
- Who is organising the trip?
- Who is in charge of the activity?
- How long will the class trip take?
- How will pupils get to and from the location?
- What do parents need to do for the trip?

**Lesson Title:** Formal Letters – Request to a Person of Authority

**Practice Activity:** PHL1-L024

Example letter:

<p>The Principal, Juba Senior Secondary School, PO Box 22, Freetown.</p> <p>Dear Sir,</p> <p style="text-align: center;"><u>Request for books for the library</u></p> <p>As a representative of my class, I am writing to ask if it is possible to obtain more books for the school library. We are particularly interested in Science books for Chemistry and Physics.</p> <p>We would like the books to be stored in the reference section of the library, but with the possibility to check them out and take them home for short periods of time before exams.</p> <p>If possible, we need the books to be purchased or acquired and in the library by the middle of this term so that we can use them to study for our exams.</p> <p>The library currently has a very poor choice of books, especially for Science. The books that we do have are very out of date and are not helpful for studying all the topics we need for writing essays and passing exams.</p> <p>We understand that the school is short of funds. We were wondering if it is possible to contact some local businesses that may be willing to donate books, or funds to buy them. The pupils could represent the school in this by explaining to the managers why we need the books to improve our futures.</p> <p>With respect, I hope you can consider our request.</p>	<p>Juba Senior Secondary School, PO Box 22, Freetown. 20th July, 2017.</p> <p style="text-align: right;">Yours faithfully, (Signature) Marai Horton.</p>
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**Lesson Title:** Comprehending a Listening Passage

**Practice Activity:** PHL1-L025

Example answers:

1. I think Samuel was worried that he would do poorly on the examinations.
2. No, I think Samuel was wise to skip the party.
3. Yes, because he got a scholarship.

4. I think Charles felt foolish after the exam.
5. Yes, I think Charles changed in the end. I know this because he changed his ways and studied hard to retake the examination.

<b>Lesson Title:</b> Consonant Sounds
<b>Practice Activity:</b> PHL1-L026

### Activity 2

Example answers:

Sound	Example word	Sound	Example word
p	park	sh	shoe
b	hub	zh	vision
t	talk	h	hot
d	bend	ch	charge
k	kick	j	join
g	go	m	palm
f	fat	n	pain
v	believe	ng	king
th	throw	l	loan
thth	that	r	fur
s	sew	w	worry
z	buzz	y	your

<b>Lesson Title:</b> Consonant Sounds
<b>Practice Activity:</b> PHL1-L027

### Activity 1

Example sentences:

1. The bird blew bubbles in the water.
2. I caught the ball she threw to me.
3. Mother cut her finger yesterday.
4. We drew each other in art class.
5. I ate the most delicious meal on Sunday.
6. She lent me her textbook.
7. I laid my new dress on the bed and admired it.
8. Simon kept everybody's secrets.
9. Suzette fed the goats while I fed the chickens.
10. The baby bird flew out of the nest.

### Activity 2

1. My sister did not eat all my sweets.
2. I did not forget to complete my homework.
3. The rice did not grow well this year.
4. The footballer did not hurt himself in the match.
5. I did not hide her money under the bed.

### Activity 3

Example questions:

1. Who broke your pot?
2. When did you go to Freetown?
3. Who drew this beautiful picture?
4. What was his name?
5. Who lent you that pencil?

<b>Lesson Title:</b> Comprehending a Listening Passage
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<b>Practice Activity:</b> PHL1-L028
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1. A bus was trying to overtake another bus, but it was too slow and crashed.
2. Petrol was on the road. It could be a problem because it may catch fire.
3. A local doctor checked that the people were okay.
4. I think people were moved to get them away from the traffic.
5. It became quieter because people realised that nobody was seriously hurt.
6. They were angry because his driving was careless and reckless.
7. It took 30 minutes.

<b>Lesson Title:</b> Punctuation: Comma, Semi-colon, Colon, Dash
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<b>Practice Activity:</b> PHL1-L029
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### Activity 1

1. Be careful – crocodiles!
2. Help – come quickly!
3. In the shop, they sell many things: sugar, rice, fruit and vegetables.
4. They have 2 choices: fish or meat.
5. Jane likes dancing, singing and painting pictures.
6. He went to the market; he bought fish.
7. Running – a good sport, or only for people who are late?
8. Marcus has a good, expensive calculator; a big, heavy English language dictionary; and some pens in his bag.

### Activity 3

Examples:

1. Edward might win the competition – he is very fast!
2. I have a big exam on Monday; I cannot go to the party this weekend.
3. She wanted to visit 3 beaches in Sierra Leone: Tokeh, Bureh and Lakka.
4. The world is your oyster: go and explore.
5. You need new brakes; in fact, my father can sell you some.

<b>Lesson Title:</b> Punctuation: Comma, Semi-colon, Colon, Dash
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<b>Practice Activity:</b> PHL1-L030
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### Activity 2

Example paragraph:

I love football! There are so many great things about it: the smell of the pitch, the cheer of the crowd when you score and the fans. I never get bored, I always have fun and I get to travel all over Sierra Leone to play matches. It is the best sport – there is no other sport like it!

<b>Lesson Title:</b> Reading Skills Development: Summarising
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<b>Practice Activity:</b> PHL1-L031
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### Activity 1

1. A pupil is making the speech; most likely the leader of the school environmental club is making the speech.
2. He talked about the current and future environment of schools.
3. He knows because Mr Bangara said many schools are in a similar situation.
4. The community needs to work together because nothing changes without people working together.
5. Pupils should commit to improving the school environment.
6. The pupils can use their own ideas and talents.
7. a. things to think about  
b. He has given them ideas to consider for the school.
8. a. giving knowledge  
b. put into action  
c. defeat; to get past  
d. influenced to act  
e. dedication

<b>Lesson Title:</b> Reading Skills Development: Summarising
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<b>Practice Activity:</b> PHL1-L032
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### Activity 1

1. He was a useful speaker because he is an expert in the environment and he was speaking to an environmental club.
2. Yes, they were happy with what they heard.
3. Many schools are in a similar situation due to lack of money.
4. The wider community should get involved in cleaning up the school and starting new projects.
5. He will look at their action plan and offer advice.

### Activity 2

1. despair: to have a complete lack of hope  
Example: We are in despair over the loss of our home in the mudslide.
2. solidarity: unity based on common goals or interests  
Example: The prefect's job was to promote solidarity amongst the pupils.
3. funding: money for a purpose or group  
Example: The United Nations might provide funding to help build schools.

**Lesson Title:** Vocabulary Development: Agriculture

**Practice Activity:** PHL1-L033

**Activity 1**

1. The smallholding is near a village.
2. He sows maize at the start of the rains.
3. The text says that he tries to keep his produce organic if there are no insects.
4. His animals are allowed to walk freely because there is not much wildlife where he lives.
5. His animals like eating in the woodland.

**Activity 2**

1. livestock
2. sow
3. smallholding
4. woodland
5. organic
6. pesticides
7. wildlife
8. habitat

**Lesson Title:** Vocabulary Development: Agriculture

**Practice Activity:** PHL1-L034

**Activity 1**

Example answers:

- Types of farming: crop farming, dairy farming, poultry farming
- Farming equipment: plow, tractor, trowel, sprayer, sprinkler
- Farm animals: sheep, pigs, chickens, goats
- Plants: maize, corn, pigeon peas, mangoes, herbs

**Activity 2**

Example paragraph:

I want to visit a smallholding because I want to find out the reasons for and against using pesticides and fertiliser and growing organic food. I want to find out what the challenges are with both. I also want to see how the livestock is kept and if the farmer likes to have the animals in their natural habitat grazing. I do not know very much about plants, so I would like to find out the best time to sow seeds.

**Lesson Title:** Simple Future (going to)

**Practice Activity:** PHL1-L035

**Activity 1**

1. On Monday morning, she is going to study.
2. On Tuesday afternoon, she is going to meet Ali.
3. On Wednesday afternoon, she is not going to go out.
4. On Thursday morning, she is going to visit the zoo.
5. On Friday afternoon, she is going to go shopping.
6. On Saturday morning, she is not going to walk to work.
7. On Sunday afternoon, she is going to sing in church.

**Activity 2**

Example answers:

1. On Monday afternoon, she is going to stay home.
2. On Tuesday morning, she is going to ride her bicycle to town.

3. On Wednesday morning, she is going to prepare supper for her friends.
4. On Thursday afternoon, she is not going to wash clothes.
5. On Friday morning, she is going to buy fruit at the market.
6. On Saturday afternoon, she is going to go to the beach with her sister.
7. On Sunday morning, she is going to practise her songs.

<b>Lesson Title:</b> Simple Future (will vs shall)
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<b>Practice Activity:</b> PHL1-L036
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### Activity 1

Example answers:

1. Suzan **will fly** to Lusaka for the chess tournament.
2. I **shall not spend** any more money on sweets.
3. They **will live** with their extended family.
4. **Will** he **learn** to play the guitar?
5. We **will/shall take** Musa's car and go to Freetown.

### Activity 2

1. Example sentences:
  - I shall have children.
  - I will have a good job after university.
  - I will not have a lot of money.
  - I shall not live in a city.
2. Example questions:
  - Will you move to Kenema?
  - Will you buy that book for your sister's birthday?

<b>Lesson Title:</b> Reading Comprehension – Science Fiction
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<b>Practice Activity:</b> PHL1-L037
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### Activity 1

1. We know that this is the writer's last year of school because the story is about final examinations.
2. The writer puts the answers into the computer with his/her thoughts.
3. The examiner decides after assessing the final examination.
4. It can take up to a week to reach Mars.
5. They need more engineers. Engineers do well in Maths and Science.

### Activity 2

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

<b>Lesson Title:</b> Reading Comprehension – Science Fiction
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<b>Practice Activity:</b> PHL1-L038
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### Activity 1

1. The food will be pre-ordered by computer.
2. The writer's mother will be in the kitchen because she likes to cook.
3. The writer's friends will eat and dance.

4. If there is not enough room, the writer can push a button to move the walls.
5. Yes, the writer is confident. He/she is going to organise a party to celebrate right after the examination.

### Activity 2

1. old-fashioned
2. pre-order
3. cutting-edge
4. versatile
5. peculiar

### Activity 3

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

<b>Lesson Title:</b> Creative Writing
<b>Practice Activity:</b> PHL1-L039

### Activity 1

Title: The Neighbouring Sons

Introduction: Introducing Ma Jonson, Ma McEwan and their sons.

Rising action:

- Ma Jonson boasts about Ali. Ali does not work hard.
- Ma McEwan encourages her son to work hard and be a good person.

Climax: Ibrahim becomes a successful doctor and Ali is unsuccessful.

Falling action: Ma Jonson is quiet about Ali and Ma McEwan can tell stories of all the good things Ibrahim is doing as a doctor.

Conclusion: The end of the story, 'He/she who laughs last, laughs longest'.

### Activity 2

See example in Activity 1.

<b>Lesson Title:</b> Creative Writing
<b>Practice Activity:</b> PHL1-L040

Example outline:

<p>Introduction:</p> <ul style="list-style-type: none"> <li>• Mary is seventeen years old. She works in her father's shop all summer while her friends are having fun doing different things.</li> </ul>
<p>Rising action:</p> <ul style="list-style-type: none"> <li>• Mary is working hard to save money.</li> <li>• Her friends pass by each day and tease her about working hard while they are having fun.</li> <li>• Mary goes home tired from work but is saving money to buy a bicycle.</li> <li>• Her friends go to the beach and hang around town. They think Mary's summer is boring and their life is much better.</li> </ul>
<p>Climax:</p> <ul style="list-style-type: none"> <li>• Mary goes back to school after summer riding a new bicycle that she bought with the money she earned.</li> <li>• Her friends are all jealous because they have to walk to school every day.</li> </ul>
<p>Falling action:</p> <ul style="list-style-type: none"> <li>• Her friends decide that Mary's summer was well spent and decide to change their ways.</li> </ul>
<p>Conclusion:</p>



- Mary's friends tell her they want to work next summer. 'A penny saved is a penny earned'.

**Lesson Title:** Comprehending a Listening Passage

**Practice Activity:** PHL1-L041

### Activity 1

1. Aminata gets up at 5 o'clock in the morning to train at the sports hall, does some warm-up exercises and then some practice runs with others.
2. She knew she was good at running when she started winning competitions at school.
3. She prefers the 100 metres.
4. This is Aminata's last year in school.
5. The talk show host hopes Aminata has success in her nursing career and wins a gold medal for Sierra Leone at the Olympics.

### Activity 2

1. specialises in
2. apart from
3. athletes
4. achievement
5. in earnest
6. warm-up exercises
7. routine

**Lesson Title:** Consonant Clusters

**Practice Activity:** PHL1-L042

### Activity 2

Example answers:

Consonant cluster	Example words
st	stone, pastor
sk	sky, task
sp	spelling, wasp
nd	kind, mind
nt	chant, grandparent
nk	tank, stink
pt	corrupt, erupt
ft	daft, draft
ct	direct, object, project
br	brown, abbreviation
cr	crane, cruel
fr	frame, French
gr	great, green
pr	present, pray
tr	true, trek
sc	scholar, scan
dr	drip, dry, drown
sm	smell, smile
sn	snip, sneer
sw	swirl, swan

<b>Lesson Title:</b> Consonant Clusters
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<b>Practice Activity:</b> PHL1-L043
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### Activity 2

1. He went to the **bank** to thank the manager.
2. The **band** ended at midnight.
3. He grew different **plants** this year.
4. **Bring** the **bread**!
5. He **left** his **gift** behind.

<b>Lesson Title:</b> Spelling
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<b>Practice Activity:</b> PHL1-L044
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### Activity 1

1. number 4
2. number 5
3. number 2
4. number 4
5. number 3
6. number 2
7. number 3
8. number 1
9. number 5
10. number 1

### Activity 2

Freetown is a great place to go shopping. The shelves in the supermarkets are full. You would not believe how much there is in the markets. I often go out with friends who are living there. They are my grandparents' neighbours. After shopping, we like sitting and looking at all our purchases. I think it is the same all over the world – ladies like to shop.

<b>Lesson Title:</b> Vocabulary Development: Fishing
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<b>Practice Activity:</b> PHL1-L045
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### Activity 1

1. He gets up early 6 days a week.
2. He maintains his fishing tackle on his day off to save time when he gets up, because everything is ready.
3. He uses a rod for bigger fish.
4. He uses worms or maggots from his garden.
5. No, sometimes other fishermen are nearby.
6. No, he cannot read.
7. His wife sells the fish in the market.
8. Example answers:
  - I would like to be a fisherman because I love the ocean.
  - I would not like to be a fisherman because it seems like too much work for too little money.

### Activity 2

1. scale
2. line
3. hook
4. bait
5. cast
6. bites
7. tackle
8. rod
9. lure
10. catch

<b>Lesson Title:</b> Vocabulary Development: Fishing
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<b>Practice Activity:</b> PHL1-L046
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### Activity 1

Example essay:

## A Day in the Life of a Fisherman

Peter gets up very early every morning because he is a fisherman. He picks up his **tackle** and sets out for the beach. He puts everything in his boat and makes sure everything is safe; then he goes out to sea.

Once he is in deep water, he puts **bait** on his **hooks**, or he uses **lures** if he does not have bait. He makes the lures himself. He takes his **rod** and checks that the line is not tangled. He **casts** the line far into the water. Then he sits back and waits.

Peter cannot sleep, though, because he has to make sure he is paying attention to the **line** to see if he gets a **bite**. When he gets one, he winds in the line and checks his **catch**. If it is a big fish, he keeps it; if it is small, he throws it back in the water.

At the end of the afternoon, when the sun is setting, Peter takes the boat back to the beach. His wife is waiting to make sure Peter is safe and to see how big his catch is. She **scales** the fish while he prepares his tackle for the next morning.

The life of a fisherman is not easy. Peter must get up early, stay in the boat all day and hope that there will be enough fish for him to provide for his family.

### **Activity 2**

Example paragraph:

In Sierra Leone fish can be caught during the day or at night. The important thing is that the weather should not be windy. Fishermen fish in both fresh water and the ocean. They can go to places like reserved breeding spots or mangrove swamps. They use different kinds of tackle: lines, hooks, traps, nets, lures, bait. Fish that are caught are either eaten or sold. Some examples are: snapper, herring and tilapia.

<b>Lesson Title:</b> Singular and Plural Nouns
<b>Practice Activity:</b> PHL1-L047

### **Activity 1**

1. bicycle – thing, singular; school – place, singular
2. doctor – person, singular; patient – person, singular; hospital – place, singular
3. pharmacists – people, plural; medicines – things, plural; pharmacy – place, singular
4. wildlife – thing/animal, plural; Africa – place, singular
5. pride – state, singular; emotion – thing, singular

### **Activity 2**

1. Doctors treat patients in clinics or hospitals.
2. She wanted a new coat, so she went to many shops to find one.
3. They asked the policeman where the 2 girls were.
4. Nigeria is a very big place.
5. Hate is a very strong emotion.

**Lesson Title:** Nouns – Spelling Irregular Plural Nouns

**Practice Activity:** PHL1-L048

**Activity 1**

<b>Regular nouns</b>	<b>s, sh, ch</b>	<b>z</b>	<b>f, fe</b>	<b>Irregular plural nouns</b>	<b>Scientific nouns</b>	<b>Mass nouns</b>	<b>State nouns</b>
beds trees plants	beaches brushes	quizzes	loaves shelves	fish women children	appendices fungi theses	homework education livestock	sadness joy pride

**Activity 2**

1. cars
2. shelves
3. homework
4. people, livelihood
5. sadness
6. sheep
7. fungi
8. brushes
9. education
10. trucks

















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