



Ministry of
Basic and
Senior
Secondary
Education

Pupils' Handbook for
Senior Secondary
English
Language

SSS



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Foreword

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

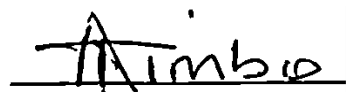
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve thus, DO NOT WRITE IN THE BOOKS.

Table of Contents









Lesson 49: Comprehending a Listening Passage – Giving Instructions	1
Lesson 50: Sentence Stress.....	3
Lesson 51: Types of Phrases	6
Lesson 52: Phrases – Noun Phrases and Adjectival Phrases.....	9
Lesson 53: Figurative Language: Simile, Metaphor, Personification	11
Lesson 54: Figurative Language: Simile, Metaphor, Personification	14
Lesson 55: Reading Comprehension – Poetry	16
Lesson 56: Phrases – Verb Phrases and Adverbial Phrases	19
Lesson 57: Vocabulary Development: Prefixes	21
Lesson 58: Vocabulary Development: Suffixes	24
Lesson 59: Vocabulary Development: Science and Technology	27
Lesson 60: Vocabulary Development: Science and Technology	29
Lesson 61: Determiners (definite and indefinite articles – a, an, the)	31
Lesson 62: Determiners vs Adjectives	34
Lesson 63: Conditional Tense – Zero Conditional.....	37
Lesson 64: Conditional Tense – First Conditional	39
Lesson 65: Figurative Language – Irony	41
Lesson 66: Figurative Language – Irony	43
Lesson 67: Reading Skills Development: Identifying Theme – Fable.....	46
Lesson 68: Paragraphs – Topic Sentence and Supporting Sentences	48
Lesson 69: Speech.....	51
Lesson 70: Speech.....	53
Lesson 71: Intonation – Rising Pattern and Falling Pattern.....	56
Lesson 72: Intonation – Rising Pattern and Falling Pattern.....	59
Lesson 73: Idioms and Phrasal Verbs.....	61
Lesson 74: Idioms and Phrasal Verbs.....	64
Lesson 75: Direct Speech	67
Lesson 76: Indirect Speech	70
Lesson 77: Concord – Subject-Verb Agreement	73
Lesson 78: Concord – Subject-Verb Agreement	76
Lesson 79: Reading Skills Development: Identifying Tone.....	79
Lesson 80: Reading Skills Development: Identifying Tone.....	82

Lesson 81: Article for Publication in a Newspaper or Magazine	85
Lesson 82: Article for Publication in a Newspaper or Magazine	87
Lesson 83: Comprehending a Listening Passage – Debate	90
Lesson 84: Debate	93
Lesson 85: Debate	95
Lesson 86: Debate	98
Lesson 87: Reading Comprehension – Academic Text (science)	100
Lesson 88: Reading Comprehension – News Article (economic development)	103
Lesson 89: Vocabulary Development: Cultures and Institutions.....	106
Lesson 90: Vocabulary Development: Cultures and Institutions.....	109
Lesson 91: Descriptive Writing (culture, institutions and ceremonies).....	112
Lesson 92: Descriptive Writing (culture, institutions and ceremonies).....	114
Lesson 93: Reading Comprehension – Literature	116
Lesson 94: Reading Comprehension – Literature	119
Lesson 95: Emphatic Stress.....	122
Lesson 96: Comprehending a Listening Passage – Identifying Mood, Tone and Purpose	125
Answer Key	129

Introduction

to the Pupils' Handbook

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

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



Learning Outcomes

KEY TAKEAWAYS FROM SIERRA LEONE'S PERFORMANCE IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION – ENGLISH LANGUAGE²

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'

² This information is derived from an evaluation of WAEC Examiner Reports, as well as input from WAEC examiners and Sierra Leonean teachers.

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

Reading comprehension

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

Lesson Title: Comprehending a Listening Passage – Giving Instructions	Theme: Listening
Practice Activity: PHL2-L049	Class: SSS 2



Learning Outcomes

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

1. Answer comprehension questions on an unknown text.
2. Use context clues to infer meaning of new words.

Overview

The listening passage, ‘Giving First Aid’, gives instructions on how to help someone who is injured. As you read, pay attention to the verb form. When giving instructions, you are giving a command – telling someone what to do. This is called the imperative form. Notice that the imperative form begins with the verb and has no subject.

The following is an example of how to use the imperative:

- Sentence: The boys get on the bus.
- Imperative: Get on the bus.
- Negative: Do not get on the bus. Don’t get on the bus.

When we want to tell someone not to do something, we add ‘do not’ before the verb. Using the contraction form ‘don’t’ is more common.

Practice

Activity 1

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

Giving First Aid

First aid is medical help given to an ill or injured person until professional medical assistance is available. Imagine that you are in a situation where someone has a knife cut, a head wound, a snake bite or a burn. With first-aid information at hand, you can help someone until a doctor or an ambulance arrives.

The first step in any first-aid situation is to call an emergency number for a doctor or an ambulance. After that, you must wash your hands with soap to get rid of any germs before you have contact with the victim. Then, take necessary steps depending on the kind of accident.

In case of a massive bleed, have the victim lie down. Press their wound or point of bleeding with a sterile cloth. Apply pressure, then elevate their wound above the heart. For example, if the bleeding is on the leg, the leg can be raised on a cushion. If the bleeding is excessive, cover the victim with a blanket to keep them warm. When someone has a minor injury such as those that occur while playing sports, clean the

wound with soap and water. Then dab it dry. Apply some antibiotic ointment and cover the wound with gauze or a bandage.

Burns are more complicated. First-degree burns make the skin appear red. These can happen due to accidents such as steam burns and touching a hot pot in the kitchen. Second-degree burns cause redness and blisters. Third-degree burns are the most severe burns, in which the skin may appear charred or white. They are usually caused by prolonged contact with fire. In the case of a third-degree burn, just cover the affected area with a clean cloth and go to a hospital immediately. Do not apply anything on the burnt skin and do not remove any clothing stuck to the skin. In case of first-degree and second-degree burns, keep the skin under cool water until the pain subsides. Do not touch the blisters and apply a medically recommended ointment, if available.

Comprehension questions

1. What is first aid?
2. If your friend scrapes an elbow against a sharp object, what should you do to help?
3. What should you do if someone has a massive bleed?
4. What are first-degree burns?

Activity 2

Identify whether the following statements are true or false.

1. A bleeding person should stand upright to send the blood to the legs.
2. Before touching a victim, one should clean their hands with soap and water.
3. A small wound can be treated by washing it and tying gauze on it.
4. First-degree burns should not be treated at home, but taken to the hospital.
5. A caregiver must remove the clothing from a victim of a third-degree burn.

Activity 3

Find synonyms (words with similar meanings) for the following words from the passage:

1. professional
2. sterile
3. minor
4. gauze
5. prolonged
6. subsides
7. wound

Activity 4

Read the passage aloud with appropriate word stress. Practise your pronunciation and intonation.

Lesson Title: Sentence Stress	Theme: Listening and Speaking
Practice Activity: PHL2-L050	Class: SSS 2



Learning Outcomes

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

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

Overview

Emphatic stress is the stress placed on words in a sentence to draw the listener's attention to those words. Stress can be placed by:

- Speaking the stressed word more slowly than the other words.
- Speaking the stressed word louder than the other words.

There are different functions of emphatic stress:

- To introduce a new word or new terminology
Example: The name of this building is **Froshner** building.
- To ask a specific question
Example: Would you like **ice cream** for dessert?
- To highlight the more important words in one's speech
Example: It is not my car I want to sell, but my **bicycle**.

Usually in sentences, some words are stressed while others are not:

- Nouns and verbs that contain the important content of a sentence have emphatic stress.
Example: I am **planning a holiday** to **Egypt**.
- Prepositions usually do not have emphatic stress.
Example: I am **walking** to the **market**.

The rules for stress are flexible. Speakers can choose which words to stress depending on the message they want to convey.

Examples:

- I want **ice cream** for dessert:
- The speaker is choosing what to have for dessert.
- I want ice cream for **dessert**:
- The speaker is saying that they want ice cream when it is time to have dessert, not during any other meal.

You can understand the question a speaker is answering by listening to where emphatic stress is placed in their response:

- I want **3** pencils from the market.
Possible question: How many pencils do you want from the market?

- I want 3 pencils from the **market**.
Possible question: From where do you want 3 pencils?
- I want 3 **pencils** from the market.
Possible question: What do you want from the market?

Practice

Activity 1

The following sentences have the words with emphatic stress in **bold**. Choose the question that they are answering.

1. In my opinion, you should take a course in **biology** in university.
 - a. Where should I take a course in biology?
 - b. In which subject should I take a course in university?
2. Assignments submitted after the deadline will have **five marks** deducted right away.
 - a. When will marks be deducted for assignments submitted before the deadline?
 - b. How many marks will be deducted for assignments submitted after the deadline?
3. The **rent** needs to be paid within the first week of every month.
 - a. What needs to be paid within the first week of every month?
 - b. When does the rent have to be paid every month?
4. **Amara** has been elected the head boy of the school.
 - a. Which position has Amara been elected to?
 - b. Who has been elected to become head boy of the school?
5. I would like to read first and **then** go for a walk.
 - a. Would you like to go for a walk before or after you read?
 - b. What would you like to do after you read?

Activity 2

Given below are some questions and their answers. Underline the words in the answers that should be stressed.

1. Question: Do you have a hobby that you pursue?
Answer: Yes, I practise my dancing every day.
2. Question: What time are you meeting with the principal of the school?
Answer: I am meeting the principal at 10 a.m. today.
3. Question: How did Obrahim feel after he failed in his examination?
Answer: Obrahim was disappointed and gloomy for days after he failed.
4. Question: Have you noticed how tall that man is?
Answer: Yes, that man is very tall indeed.
5. Question: How would you propose we get funding for our campaign?
Answer: I propose that we hold a fundraiser to collect money for our campaign.

6. Questions: What kind of a journalist do you want to become?

Answer: I hope to become an environmental journalist after I graduate from college.

Activity 3

Theodore Roosevelt was the president of the U.S. in the early 19th century. This is an excerpt from his speech about conserving natural resources. Read the speech aloud with appropriate stress. Remember that there is no one correct way to use emphatic stress:

Roosevelt's Speech¹

Every step of the progress of mankind is marked by the discovery and use of natural resources previously unused. Without such progressive knowledge and utilisation of natural resources, population could not grow, nor industries multiply, nor the hidden wealth of the earth be developed for the benefit of mankind.

From the first beginnings of civilisation, on the banks of the Nile and the Euphrates, the industrial progress of the world has gone on slowly, with occasional set-backs, but on the whole steadily, through tens of centuries to the present day.

It never does advance by jumps, gentlemen. It always goes slowly. There are occasional set-backs, but on the whole, it goes steadily.

¹ Roosevelt, T. (1908). *Conservation as a National Duty*. Speech. Retrieve and adapted September 22, 2017, from <https://www.commonlit.org/texts/conservation-as-a-national-duty>

Lesson Title: Types of Phrases	Theme: Grammar
Practice Activity: PHL2-L051	Class: SSS 2



Learning Outcomes

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

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

Overview

A **phrase** is a group of 2 or more words that does not have a subject-predicate relationship. It is not a complete thought in itself. For example: on the chair; in the garden; will arrive. There are many different types of phrases.

A **noun phrase** is a group of words that acts and appears as a noun would in a sentence. It can be a subject or an object in the sentence. It is formed using a noun or a pronoun with its modifiers, such as adjectives.

Examples:

- **One of my cousins** is arriving today.
- I like to pick **small blue flowers**.

A **verb phrase** is a group of words that functions as a verb. It is formed with a main verb and one or more auxiliary verbs.

Examples:

- You **should go** to school.
- She **will sing** on stage.

An **adverb phrase/adverbial phrase** is a group of words that contains an adverb or functions as an adverb. That is, it describes verbs and adjectives.

Examples:

- The flight will land **this evening**.
- I eat meals **very slowly**.

An **adjective phrase/adjectival phrase** is a group of words that contains an adjective or functions as an adjective.

Examples:

- There is a boy **outside the class**.
- Her raincoat is **yellow in colour**.

A **prepositional phrase** is a group of words that contains a preposition or functions as a preposition. It is formed with a preposition, its object and associated adjectives and adverbs.

Examples:

- She was hiding **in her house**.
- My uncle built a fence **along the boundary**.

Remember, sometimes the same phrase can belong to more than one category of phrases, as shown in the following example:

Example:

Pick up the book **on the table**. The phrase, 'on the table', acts as an adjective phrase describing the book, and as a prepositional phrase containing the preposition 'on'.

The following are examples of how you can identify different phrases in a sentence:

- The little girl does not have a textbook about geography.
 - The little girl – noun phrase
 - does not have – verb phrase
 - a textbook about geography – noun phrase
 - about geography – adjective phrase

- The captain of the team was talking to his team about their strategy.
 - The captain of the team – noun phrase
 - was talking – verb phrase
 - to his team – prepositional phrase
 - about their strategy – adverbial phrase and prepositional phrase

Practice

Activity 1

Identify the noun phrase in each of the following sentences:

1. I won the first prize.
2. The 500-piece puzzle was solved by the pupils.
3. We always enjoy reading this book our parents bought us.
4. The boy wants to go home after the match.
5. People prefer living in urban areas.

Activity 2

Identify the verb phrase in each of the following sentences:

1. Would you be able to buy me a drink?
2. Sam is not going to the dance.
3. The lady should have moved to the south.
4. Theresa will be performing at the concert tonight.
5. The people could have prevented the disaster.

Activity 3

Identify the adverbial phrase in each of the following sentences:

1. She lives in a densely populated area.
2. They waited patiently nearby.
3. She ran quickly away from me.
4. The children were very late for school.
5. She performed the task with great skill.

Activity 4

Identify the adjectival phrase in the following sentences:

1. The king wore a 24-carat gold crown.
2. Someone smarter than me needs to figure this out.
3. That building has quite small but cheap apartments.
4. There is a shiny little star in the sky.
5. She values her semi-precious diamond necklace.

Activity 5

Identify the prepositional phrases in each of the following sentences:

1. The room beside the kitchen is empty.
2. Mother bought a bag for me.
3. I pressed the button on the right.
4. The book is on the table
5. Across the road is the lady you have been looking for.

Activity 6

Identify the type of phrase in **bold** in each of the following sentences:

1. I am standing here **on behalf of** my colleagues.
2. The tailor **has finished** the suit.
3. It was a night **full of horror**.
4. She performed the task **with great skill**.
5. **On the whole**, I had a happy childhood.
6. The desert stretched **towards the north**.
7. Jane and Ada **have been chosen** as finalists at the science fair.
8. **Those two suitcases** are mine.
9. That was an **act of bravery**.
10. **Our closest friends** are coming over.

Lesson Title: Phrases – Noun Phrases and Adjectival Phrases	Theme: Grammar
Practice Activity: PHL2-L052	Class: SSS 2



Learning Outcomes

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

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

Overview

A **noun phrase** acts and appears as a noun would in a sentence. It is formed by using a noun or a pronoun with its modifiers, such as adjectives.

Example: **One of my cousins** is arriving today.

- It can be a subject or an object in a sentence.
Examples:
 - **My sister Fatu** seemed distracted today.
 - Please keep **the garbage bin** outside.
- It can be the subject complement or object complement.
Examples:
 - Memuna is an **electrical engineer**.
 - The audience praised **the dancer's performance**.
- It can be a group of words acting as a noun.
Examples:
 - **The head of the clan** oversees marital problems in tribes.
 - **Students wearing the wrong uniform** will be questioned.

An **adjective phrase/adjectival phrase** is a group of words that contains an adjective word or a group of words that function as an adjective.

Examples:

- That is a **small but airy** classroom.
- I read the book **with the black cover**.

Remember that noun phrases may contain adjectival phrases within them. Example:

The boy outside the classroom is naughty. Here, the noun phrase, 'The boy outside the classroom', contains the adjectival phrase, 'outside the classroom'.

To distinguish between the types of phrases, look at the function of the phrase in the sentence, as shown in the following examples:

- Ramatu, the vice-captain of the team, is extremely disappointed with the team's performance.
 - Ramatu, the vice-captain of the team – noun phrase

- the vice-captain of the team – adjective phrase
- extremely disappointed – adjective phrase
- the team’s performance – noun phrase
- The 3 of us sitting in the front could hear everything.
 - The 3 of us – noun phrase
 - sitting in the front – adjectival phrase

Practice

Activity 1

State the grammatical functions of the **bold** noun phrases in the following sentences:

1. The pupils elected Saidu **prefect of the class**.
2. **The World Cup** is played every four years.
3. The crowd went there to watch **the game**.
4. **A pupil of the class**, Stanley, won the lottery.
5. **Rice and beans** will make a heavy dinner.
6. The house is **a four-bedroom apartment**.
7. Mr Kamara bought **a white sports car**.
8. The teacher introduced concord, **one of my favourite topics**.

Activity 2

Underline the adjectival phrases in the following sentences:

1. The extremely tired woman fell asleep in the taxi.
2. The exercise is fairly difficult.
3. That movie is getting scarier and scarier.
4. I really wanted to paint my shop bright purple.
5. The man covered in sweat took a big drink of water.

Lesson Title: Figurative Language: Simile, Metaphor, Personification	Theme: Reading
Practice Activity: PHL2-L053	Class: SSS 2



Learning Outcomes

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

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

Overview

Figurative language is language that needs to be ‘figured out’, or, the meaning of which needs to be inferred or interpreted by the reader.

- It is used in prose and in poems to add details to the text.
- It helps the reader visualise and imagine descriptions.

Example Sentence: This story is **as ancient as the sun**.

Meaning: This story is extremely old.

A **simile** is a figure of speech in which 2 things are compared.

- The comparison is direct and obvious.
- It uses words such as ‘like’ and ‘as’ for comparison.

Examples:

- Her face was **as red as a tomato**.
- My dress is **white like the moon**.

A **metaphor** is a figure of speech when 2 dissimilar things are compared without using ‘like’ and ‘as’.

Examples:

- **Her eyes were fireflies**, glowing in the dark.
- **A wave of letters** came at me when I opened the mailbox after a month.

Personification is when the writer gives human characteristics, qualities and traits to an animal, idea or an object.

Examples:

- The weak old chair **creaked in protest** when the large man sat on it.
- **Love had packed its bags and left** Maria’s home forever.

Remember that although some stories with personification contain animal characters, pupils are **not** allowed to write stories with animal characters in the WASSCE.

Practice

Activity 1

Read the following text with figurative language and answer the comprehension questions on it.

The Gold-Coin Snake

Once upon a time, there was a hardworking but poor farmer named Lamin. He was always **busy as a bee** in his wheat fields, but could not earn enough. He yearned to see the day his wheat crop would become ripe and golden, and turn his future around.

One day, he saw a snake with a big hood coming out of an anthill. Lamin had heard from his grandmother that snakes were a good sign for the crops. He exclaimed, 'Oh deity of the fields! You are **an angel, a messenger from above** and I have never worshipped you. Maybe this is why I am poor!' **Quick as a lightning flash**, he went to get some milk and offered the milk in a bowl to the snake. Then he went home. The next day, he found a gold coin in the bowl. This became a daily ritual. He started looking forward to the day he would have a large mansion with many people serving him.

One day, Lamin realised that the snake's body must be composed of gold coins. He realised that the snake was a **gold mine**! Why not take all the gold at once instead of waiting every day? He decided to kill it with a stick to acquire all the gold coins at once. The next day, while offering milk to the snake, he struck its head with the stick. To Lamin's astonishment, nothing happened to the snake. His body was **an iron brick**, resilient and strong. **Offended**, the snake left the milk and slithered away. Lamin, confused and disappointed, went home.

Scared as a cornered rat, Lamin did not go to the field for days. Finally, he gathered the courage to go to the snake and resume the previous ritual of milk offering. When he reached the field, the snake appeared and said, 'Lamin, you have come here out of greed. I had planned to make you **rich like a king**. But you betrayed my trust. You have invited the wrath of the skies by displeasing me!'

Soon **the clouds grumbled and showered their mighty curses** on Lamin's field. The **terrifying curses** lasted two days and two nights, flooding Lamin's crops and fields. When the sun finally showed benevolence and came out on the third day, Lamin had lost his **golden garden**. The crop had been destroyed. Lamin was remorseful. His greed had snatched his **kingdom** from him.

Comprehension questions

1. What did Lamin offer the snake? What did he get in return?
2. What was the snake's plan for Lamin? Why did this not happen?
3. How did the snake punish Lamin?
4. What lesson did Lamin learn at the end of the story? How did he feel?

5. Why was the snake offended? This is an example of what type of figurative language?

Activity 2

Each of the following expressions is an example of figurative language. Explain what type of figurative language is demonstrated in each and how you identified it.

1. 'You are an angel, a messenger from above ...'
2. 'His body was an iron brick ...'
3. 'Scared as a cornered rat ...'
4. '... the snake was a gold mine!'
5. '... the clouds grumbled and showered their mighty curses ...'

Activity 3

Identify the figures of speech used in the following expressions:

1. The truth was like a bad taste on his tongue.
2. Loneliness is always looking for a friend.
3. She thinks that life is a fashion show.
4. She was as distant as a remote tropical island.
5. The policeman listened to his tales with a wooden face.
6. The busy wind swept away the debris.

Lesson Title: Figurative Language: Simile, Metaphor, Personification	Theme: Writing
Practice Activity: PHL2-L054	Class: SSS 2



Learning Outcomes

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

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

Overview

Writers use figurative language to make their writing more descriptive and interesting to readers. The following are 3 types of figurative language:

- A **simile** is a figure of speech in which 2 unlike things are compared using 'like' or 'as'.
Example: The soldier was **as brave as a lion**.
- A **metaphor** is a figure of speech when 2 dissimilar things are compared without using 'like' or 'as'.
Example: **Her eyes were fireflies**, glowing in the dark.
- **Personification** is when the writer gives human characteristics, qualities and traits to an animal, idea or object.
Example: The weak old chair **creaked in protest** when the large man sat on it.

The following list explains how to create similes and metaphors:

- Identify the quality or characteristic in a person or an object which you want to describe. (Example: a **loving** pet dog)
- Identify other things that share the same characteristic. (Examples: a caring mother; a close friend; a favourite meal)
- Put the 2 things in the same sentence and compare them.
Examples:
 - Simile: My dog is **as loving as my best friend**.
 - Metaphor: My dog's company **is a bowl of warm soup** on a cold night.

The following list explains how to create personification:

- Identify the quality or characteristic in an object you want to describe.
(Example: a comfortable bedroom)
- Think of the vocabulary associated with people who have the same quality.
(Example: a caring mother; an inviting friend)
- Make a sentence using the verbs and adjectives for people to describe the object.
Example: My warm and comfortable bedroom **was inviting me** to stay in for the day.

Practice

Activity 1

Identify the figure of speech in each of the following sentences:

1. I feel like I am flying high as a kite.
2. The old car groaned and grumbled before it started moving.
3. The baby girl is delicate like a flower.
4. Neil Armstrong said, 'That is one small step for a man, one giant step for mankind'.
5. Time is money.
6. You sing beautifully, like a nightingale.
7. Rita Amara, the nightingale of our town, passed away today.
8. Wear a jacket; your hands are as cold as ice.
9. The flowers were crestfallen in disappointment because nobody watered them.
10. The messy room was screaming for someone to come clean it.

Activity 2

Fill in the blanks with an appropriate figure of speech:

1. Fatu keeps whining. She is a _____. (metaphor)
2. Are you in a hurry? You were running _____. (simile)
3. The Internet can tell you anything. It is a _____. (metaphor)
4. The dust storm _____ anything that stood in its way. (personification)
5. You need to moisturise your skin. It is _____. (simile)

Activity 3

Describe your home and your family in about 100-150 words using all 3 figures of speech.

Lesson Title: Reading Comprehension – Poetry	Theme: Reading
Practice Activity: PHL2-L055	Class: SSS 2



Learning Outcomes

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

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

Overview

The following features describe a **poem**:

- Poems are divided into paragraphs called ‘stanzas’ or ‘verses’.
- Poems have imagery and descriptive language to help the reader visualise, or imagine, the contents of the poem.
- They usually have a rhythmic pattern, meaning a sequence of stressed and unstressed syllables.
- They often have rhyming words at the end of sentences.
- They usually have very evocative or moving language to express feelings and emotions.

Poems usually contain figurative language. Figurative language can be used to add imagery and details to poems that make them more interesting for the reader.

The following are types of figurative language often found in poetry:

- A **simile** is a figure of speech in which 2 unlike things are compared using ‘like’ or ‘as’.
Example: The soldier was **as brave as a lion**.
- A **metaphor** is a figure of speech in which 2 dissimilar things are compared without using ‘like’ or ‘as’.
Example: **Her eyes were fireflies**, glowing in the dark.
- **Personification** is when the writer gives human characteristics, qualities and traits to an idea or an object.
Example: The weak old chair **creaked in protest** when the large man sat on it.

Practice

Read the following poems and answer the comprehension questions on them.

Poem 1

I Wandered Lonely as a Cloud¹
by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

Poem 2

Excerpt from "Hope" is the Thing with Feathers²
by Emily Dickinson

'Hope' is the thing with feathers—
That perches in the soul—
And sings the tune without the words—
And never stops—at all—

And sweetest—in the Gale—is heard—
And sore must be the storm—
That could abash the little Bird
That kept so many warm—

Comprehension questions

Poem 1

1. Write a one-sentence summary of the poem 'I Wandered Lonely as a Cloud'.
2. What were 'fluttering and dancing in the breeze'? This is an example of what kind of figurative language?
3. What does Wordsworth compare the daffodils to? This is an example of what kind of figurative language?

Poem 2

1. Write a one-sentence summary of the poem “Hope” is the Thing with Feathers’.
2. What does the poet compare hope to? What kind of figurative language is this?
3. What is the dominant figure of speech used in the stanza? Explain why.

¹Wordsworth, W. (1807). I Wandered Lonely as a Cloud. Retrieved from <https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud>

²Dickinson, E. (1891). ‘Hope’ is the Thing with Feathers. Retrieved and adapted from <https://www.commonlit.org/texts/hope-is-the-thing-with-feathers-319>

Lesson Title: Phrases – Verb Phrases and Adverbial Phrases	Theme: Grammar
Practice Activity: PHL2-L056	Class: SSS 2



Learning Outcomes

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

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

Overview

A **phrase** is a word or a group of words which does not have a subject-predicate relationship. It is not a complete thought in itself. Example: on the chair; in the garden.

A **verb phrase** appears and functions as a verb would in a sentence. It is formed by using a main verb and one or more auxiliary verbs.

Examples:

- My cousin **is arriving** today.
 - is – auxiliary verb
 - arriving – main verb
- This book **is reserved** for someone else.
 - is – auxiliary verb
 - reserved – main verb in passive voice
- My mother **can play** many musical instruments.
 - can – auxiliary verb
 - play – main verb

An **adverbial phrase/adverb phrase** is a group of words which contains an adverb or functions as an adverb in a sentence.

- It modifies verbs and adjectives.
Example:
 - Chew your food **carefully and quietly**.
- It answers the 'why', 'how', 'when' and 'where' questions of verbs.

Examples:

- I will go to the market **to buy vegetables**.
- I want to read **while sitting in the park**.

The following examples demonstrate how to identify verb phrases and adverbial phrases in sentences:

- The match will start after the water break.
 - will start – verb phrase
 - after the water break – adverbial phrase

- I like to eat a snack late at night.
 - like to eat – verb phrase
 - late at night – adverbial phrase
- Zaria has written her poem very neatly.
 - has written – verb phrase
 - very neatly – adverbial phrase

Practice

Activity 1

Identify the adverbial phrase in each of the following sentences:

1. We walked very carefully across the slippery floor.
2. The pupils sat in silence.
3. I do not drive well enough to get a job.
4. It rained very heavily on the 14th of August 2017.
5. The police reacted quickly enough to stop the riot.

Activity 2

Identify the verb phrase in each of the following sentences:

1. The lady should have waited for the boy.
2. James can play the flute.
3. My uncle will be arriving by train.
4. The driver ought to have done maintenance on his truck.
5. The child is writing a letter to her father.

Activity 3

Indicate what types of phrases are in **bold** in each of the following sentences:

1. The farmer **should have waited patiently for the harvest to ripen**.
2. **Fortunately for us, we have completed** the syllabus.
3. The truants **have been suspended from school indefinitely**.
4. The task **will take a really long time** to be completed.
5. She **must have seen** the president **very often** over the years.

Activity 4

Complete the following sentences with an appropriate adverbial phrase:

1. Because of her age, grandma goes to church _____.
2. Children of today grow up _____.
3. The exercise was _____ for the new pupil.
4. Joe usually comes to school _____.
5. It is good to eat _____.

Lesson Title: Vocabulary Development: Prefixes	Theme: Grammar
Practice Activity: PHL2-L057	Class: SSS 2



Learning Outcomes

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

1. Define prefixes and demonstrate understanding of their function.
2. Identify prefixes and root words.
3. Write sentences using prefixes correctly.

Overview

Prefixes are a group of letters or words that appear before a word to change its meaning. Prefixes can have different functions:

- To change a word into its antonym
Example:
 - cut – uncut
 - reversible – irreversible
- To explain the timing of something
Example: pre-war – post-war
- To explain the physical aspects of a word
Example:
 - **micro**organism
 - **sub**marine

The following table includes some common prefixes:

Prefix	Meaning	Example words
anti–	against/opposed to	anti-war
pro–	in favour of	pro-democracy
de–	reverse or change	demotivate
dis–	reverse or remove	disagree
il–, im–, in–, ir–	not	illegal, impossible, insecure, irrevocable
non–	not	non-smoking
un–	remove, reverse, not	undo
inter–	between	interschool
mid–	middle	midday
mis–	incorrectly, badly	mislead
over–	too much	overcook
under–	less than, beneath	undercook
up–	make or move higher	upgrade
out–	go beyond	outshine
post–	after	postoperative

pre–	before	prehistoric
semi–	half	semicircle
sub–	under, below	submarine
super–	above, beyond	superhero
tele–	at a distance	television

Note that in some words, there is a hyphen (-) between the prefix and the word. The best place to check whether a hyphen is needed is the dictionary. The following are some examples of when to use hyphens with prefixes:

- Use a hyphen with proper nouns.
Example: anti-Nazi
- Use a hyphen if the prefix ends in the same vowel that the root word begins with.
Example: re-enter
- Usually use a hyphen with the prefixes 'ex–' and 'self–'.
Examples:
 - ex-husband
 - self-contained
- Use a hyphen if the unhyphenated word could be confused for another word.
Example: re-cover not recover

Practice

Activity 1

Add prefixes to the following words to make new words. Note that some of the words can take more than one prefix.

1. dependent
2. standard
3. clockwise
4. regular
5. logical
6. graduate
7. polite
8. number
9. embark
10. approve

Activity 2

Add a prefix to form the antonyms of the following words. Then use each of the antonyms in a sentence.

1. close
2. connect
3. use
4. behave
5. spell
6. understand
7. responsible
8. wrap
9. engage
10. agree

Activity 3

Add prefixes to the **bold** words below based on their meaning in the sentences.

1. Nobody is allowed to smoke here. It is a **smoking** area.
2. His words did not inspire the people; instead, the people became **motivated** by his words.
3. Abdul is a bad leader. He **leads** his followers.
4. It moves in the opposite direction of the clock. It goes **clockwise**.
5. He completed his bachelor's degree last year; now he wants to do a **graduate** course.

Lesson Title: Vocabulary Development: Suffixes	Theme: Grammar
Practice Activity: PHL2-L058	Class: SSS 2



Learning Outcomes

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

1. Define suffixes and demonstrate understanding of their function.
2. Identify suffixes and root words.
3. Write sentences using suffixes correctly.

Overview

Suffixes are letters or groups of letters added after words to change their meaning.

- Suffixes can change a word to have the opposite meaning.
Example: **useful** – **useless**
- Suffixes can determine if the word is a noun, verb, adjective or adverb.
Examples:
 - **motherhood** – noun
 - **mothering** – verb

The following table includes some common suffixes used with **nouns**:

Suffix	Example words
-age	baggage
-al	arrival
-ance, -ence	dominance, insistence
-dom	kingdom
-ee	employee
-er, -or	driver, actor
-hood	motherhood
-ism	socialism
-ity, -ty	diversity, honesty
-ment	argument
-ness	sickness
-ry	entry
-ship	scholarship
-sion, -tion, -xion	extension, election, flexion

The following table includes some common suffixes used with **adjectives**:

Suffix	Example words
-able, -ible	dependable, flexible
-al	postal
-en	wooden
-ese	Chinese

-ful	helpful
-ic	classic
-ish	childish
-ive	impressive
-ian	librarian
-less	speechless
-ly	daily
-ous	dangerous
-y	cloudy

The following table includes some common suffixes used with **verbs**:

Suffix	Example words
-ate	coordinate
-en	loosen
-ify	identify
-ise	computerise

The following table includes some common suffixes used with **adverbs**:

Suffix	Example words
-ly	slowly
-ward(s)	downwards
-wise	clockwise

Here are some examples of how changing the suffix in a root word can change the word from one part of speech to another.

- impress – **impressive**: verb – adjective
- discuss – **discussion**: verb – noun
- gradual – **gradually**: adjective – adverb

Practice

Activity 1

Add suffixes to the following words to make new words:

1. active
2. argue
3. sad
4. tooth
5. slow
6. sun
7. thank
8. present

9. effect

10. use

Activity 2

1. Add a suffix to each root word to make an adjective. You can choose from the following suffixes: –ous, –able, –ful or –y. Note: Sometimes you may need to add or remove a letter for the correct spelling.

- a. help
- b. sun
- c. enjoy
- d. fame
- e. use
- f. comfort
- g. danger
- h. pain
- i. wind
- j. suit

2. Fill in the blanks in the following sentences using the words you made above.

- a. *Othello* is a really _____ book. I am sure you will like it too.
- b. The witness was so _____ that we will have to go see him again. He gave us a lot of information.
- c. Let us sit out here; it is a lovely _____ day.
- d. This movie is not very _____ for children under 16. There is far too much violence.
- e. It can be _____ to cross the busy street, so be very careful.
- f. John's toothache was quite _____ and he had to go to see the dentist.
- g. It is really _____ to be a multi-linguist.
- h. Ronaldo is probably one of the most _____ football players in the world.
- i. I really like this sofa. It is extremely _____.
- j. It is risky to go out at sea tonight, for it is _____.

Lesson Title: Vocabulary Development: Science and Technology	Theme: Reading
Practice Activity: PHL2-L059	Class: SSS 2



Learning Outcomes

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

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

Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is **science and technology**. When reading about science and technology, pay attention and recall new words that you have learnt to help you understand a given passage.

The following are terms to familiarise you with the content:

- Gene: An extremely small part of the cells and materials that make up living beings
- Genetic engineering: The science of changing the composition of genes in living beings
- Technology: The application of scientific knowledge to practical things

Practice

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

Genetic Engineering¹

In the past few decades, there have been some remarkable **advances** in **genetic engineering**. Genetic revolution or **gene therapy** has many benefits in the field of **medicine**. Many diseases which were previously incurable can now be eradicated using genetic engineering. Sometimes, scientists are able to identify the specific **gene** responsible for a particular **disease** and replace it with a healthy one. New **technology** can also be used to cure serious diseases such as diabetes, sickle-cell anemia and **cancer**. According to some **geneticists**, we could slow down the ageing process of humans by increasing the **neurons** in the brain.

All this progress in genetic and medical **research** implies that we can probably redesign the human body to make it function more efficiently. In **preventive medicine**, doctors can ensure that a **fetus** does not contain any genes that could develop into a disease later on. Moreover, scientists can now build or develop **organs** for **transplant surgeries**. Patients who need heart or kidney **transplants** do not need to wait for weeks and years. Also, they need not worry that the donated organs could be rejected by their body's **immune system**.

Comprehension questions

1. What does the writer mean when they say previously incurable diseases can now be eradicated using genetic engineering?
2. What is 'medical research'?
3. According to the passage, how could we slow down the aging process?
4. From the passage, list 2 organs that could be transplanted.
5. What is an 'immune system'?
6. Define the following and use each in a sentence:
 - a. diabetes
 - b. sickle-cell anemia
 - c. cancer

¹ This passage is adapted from WAEC English Language Examination, 2002

Lesson Title: Vocabulary Development: Science and Technology	Theme: Writing
Practice Activity: PHL2-L060	Class: SSS 2



Learning Outcomes

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

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

Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is **science and technology**. When reading about science and technology, pay attention to new words that you have learnt to help you understand a given passage.

The following are vocabulary from the previous lesson:

- Gene: An extremely small part of the cells and materials that make up living beings
- Genetic engineering: The science of changing the composition of genes in living beings
- Geneticists: Scientists who study genetics and genes
- Technology: The application of scientific knowledge for practical things
- Research: The study and investigation done to prove a theory and answer a specific question
- Fetus: The baby that is still developing in a woman's womb before it is born
- Transplant: A process wherein an organ or a tissue in a living being is replaced with a new and healthy organ from a donor
- Technology: The application of scientific knowledge for practical things
- Medicine: The field of science and practice related to prevention of diseases in living beings
- Neurons: The cells of nerves in living beings

Here are more terms related to the topic of science and technology:

- Data: Information collected about a specific topic or field
- Computerised: Something that has been calculated or produced using a computer
- Digital information: Information recorded using numeric codes such as 0 and 1 in computers
- Radio waves: Waves that transmit information for radio communication
- Global: Related to the whole world
- Lathe: A machine that holds a piece of wood or metal and is used to shape it
- Electrification: The process of making something work by using electricity
- Carpentry: The technology used to make objects out of wood

- Industrial: Related to industries, factories and production of goods
- Manufacturing: The mass production of goods
- Artificial Intelligence: The ability of computers to perform tasks that usually only humans can do

Practice

Activity 1

Complete the following sentences using the words from the word bank:

Internet	transplant	research	artificial intelligence
computerised	experiments	industries	electrical

1. The scientist conducted extensive _____ to find a cure for the disease.
2. _____ is so advanced that robots can now answer emotional questions that humans ask.
3. All student progress reports have been _____ so that everyone can find them online.
4. The _____ has enabled us to communicate across countries and continents in a matter of seconds.
5. I need an _____ connection to be able to charge my mobile phone.
6. Marie Curie, the renowned scientist, conducted many _____ with radiation, which proved to be fatal for her.
7. _____ and manufacturing units are responsible for goods being produced on a large scale.
8. The boy has a minor visual impairment which could be corrected through an eye _____.

Activity 2

Write a 250-word creative essay on the topic: How the world will be 50 years from now because of advances in science and technology. Use words and terms learnt in the lessons about science and technology.

Lesson Title: Determiners (definite and indefinite articles – a, an, the)	Theme: Grammar
Practice Activity: PHL2-L061	Class: SSS 2



Learning Outcomes

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

1. Define determiners and demonstrate understanding of their function in a sentence.
2. Define definite and indefinite articles and demonstrate understanding of their function in a sentence.
3. Identify definite and indefinite articles in a sentence.
4. Write sentences using different articles correctly.

Overview

Determiners are words placed in front of a noun to make it clear what the noun refers to. They usually specify the range of quantity for a noun.

Examples:

- **Both** sisters have curly hair. (Which sisters?)
- There are **six hundred** roses in the field. (How many roses?)

Determiners are categorised and used as follows:

Determiner type	Determiner examples	Example sentences
Definite article	the	The man was in his room.
Indefinite article	a, an	I saw a cherry tree.
Demonstratives	this, that, these	This book is yours.
Pronouns and possessive determiners	my, your, his, their, our, its	Our house is down this road.
Quantifiers	a few, many, a little, most	Please give me a few bananas.
Numbers	two, fourteen, hundred	I have 5 brothers.
Distributives	both, half, enough, either	You have eaten enough today.
Different words	other, another	Zoya wants another pen.
Pre-determiners	such, what, quite	That is quite a nice film.

Determiners show the relationship between the speaker and the noun.

Example:

- Person 1: I want **those** flowers.
- Person 2: Do you want **these** flowers?
 - Both people are talking about the same flowers, but they use different determiners based on their relationship and proximity to the noun, flowers.

An **indefinite article** is used to refer to something for the first time or to refer to a particular member of a group or class.

Example:

- I am reading an atlas.
- Please pass me a bunch of grapes.

We use the article 'a' as follows:

- Before words starting with a consonant sound
Example: a player, a cow
- Before words starting with 'eu' or 'u' when they have a long vowel sound
Example: a university

We use 'an' as follows:

- Before words starting with a vowel sound
Example: an owl, an umbrella

The definite article 'the' is used as follows:

- Referring to a specific person, place or thing
Example: The boy who lives next door has a red bicycle.
- The reader knows there is only one of something specific.
Example: I liked the film you took me for.
- You want to identify something specific for the first time.
Example: I like the pastry with the chocolate icing.
- Referring to something unique
Example: The moon looks exceptionally big tonight.
- Referring to a specific group of people
Example: The English like their tea a lot.
- We do not use 'the' when referring to a concept or idea
 - Correct: I need motivation.
 - Incorrect: I need the motivation.

The following is an example text with relevant articles:

I have **a** new stereo speaker system. **The** new speaker has **an** attachable electrical wire to charge it. **The** wire is black.

Practice

Activity 1

Choose the determiner from the words in brackets that best completes each sentence:

1. _____ sun rises from the east. (The, A, An)
2. There are not _____ pupils in the library. (much, many, a lot)
3. I have to solve _____ Maths problems before I go to sleep. (any, some, all)
4. My father does not drink _____ coffee. (much, many, a lot)
5. I always keep _____ money in my wallet for emergencies. (any, every, some)
6. I do not have _____ pictures in my bedroom. (some, much, any)

7. Could you bring me _____ books I left on the table? (this, that, those, these)
8. The nutritionist advised me to eat _____ apple every morning. (the, a, an)
9. He gave a chocolate to _____ child. (all, any, every)
10. _____ bananas in my basket are fresh. (These, That, Those, This)

Activity 2

Fill in the blanks using the correct definite or indefinite article:

1. Would you like to make _____ reservation on _____ last bus to Kenema?
2. She wasted _____ great deal of money gambling.
3. I could not remember _____ name of _____ topic I wrote about last class.
4. The prefect gave us _____ piece of advice.
5. I need _____ umbrella to protect me from _____ rain.
6. There is _____ old woman in _____ garden wearing _____ red hat.
7. There had been no rain for _____ last couple of days.
8. At first, she denied _____ fact that she was guilty.
9. All members of _____ group are valuable and each has _____ great part to play.
10. I can speak a little Limba, so I understand some of _____ grammar.

Activity 3

Identify the determiner(s) in the following sentences:

1. I really need a new bag.
2. Your speech is in the news.
3. I will just have half a cup of milk.
4. Both these articles were published last year.
5. Other members of staff get double the amount we get.

Lesson Title: Determiners vs Adjectives	Theme: Grammar
Practice Activity: PHL2-L062	Class: SSS 2



Learning Outcomes

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

1. Define determiners and adjectives and demonstrate understanding of their function in a sentence.
2. Demonstrate understanding of the difference between adjectives and determiners.
3. Identify and distinguish between adjectives and determiners in a sentence.
4. Write sentences using different adjectives and determiners correctly.

Overview

Adjectives are words that describe nouns and pronouns.

Example: I live in a **small** house.

The functions of adjectives are as follows:

- They describe the quality of nouns or pronouns.
Example: a **red** umbrella, a **gentle** dog, a **difficult** situation
- They describe the quantity of nouns or pronouns.
Example: **six** candles, **some** food
- They explain the relationship between the noun and the writer or speaker.
Example: **that** table, **her** father

Determiners are words placed in front of a noun to make it clear what the noun refers to.

Determiners are categorised and used as follows:

Determiner type	Determiner examples	Examples sentences
definite article	the	The man was in his room.
indefinite article	a, an	I saw a cherry tree.
demonstratives	this, that, these	This book is yours.
pronouns and possessive determiners	my, your, his, their, our, its	Our house is down this road.
quantifiers	a few, many, a little, most	Please give me a few bananas.
numbers	two, fourteen, hundred	I have 5 brothers.
distributives	both, half, enough, either	You have eaten enough today.
difference words	other, another	Zoya wants another pen.
pre-determiners	such, what, quite	That is quite a nice film.

The difference between adjectives and determiners is as follows:

Adjectives	Determiners
They describe quality of nouns. Example: red, brilliant, beautiful	They do not describe quality.
They have comparatives and superlatives. Example: big, bigger, biggest	They do not have comparatives or superlatives.
Adjectives can come before or after a noun phrase.	Determiners come before the noun or noun phrase.
Adjectives with a noun are constant. They do not change. Example: a green tree	Determiners can change based on the speaker. Example: that tree, this tree

Some determiners are also adjectives.

Example: **this** book, **my** dress, **some** food

Usually in sentences, determiners come before adjectives.

Examples:

- Those blue birds are pretty.
 - Those – determiner; blue – adjective
- I have some old currency with me.
 - some – determiner; old – adjective

Practice

Activity 1

State whether the **bold** words in the sentences are determiners or adjectives:

1. We made **an expensive** but **important** trip to the North.
2. John is **my best** friend.
3. **The** test was **worse** than I expected.
4. Francis bought **a new red** van.
5. **This** is **one** of **the most important** days of **my** life.
6. Please bring **my red** bag.
7. **These** are our **new school** teachers.
8. **The tall** man is sad.
9. **Many** pupils have read **that** poem.
10. **Which** of **these green** books is yours?

Activity 2

Identify the adjectives and determiners in the sentences below:

1. All four players are quite professional.
2. An apple tastes sweet.

3. Some pupils seem disgruntled.
4. An artist recently painted the wall green.
5. No jury will find the man guilty.
6. My elder brother ran into your eldest sister.
7. The president calls for peaceful elections.
8. That stout man is jealous of this new car.
9. None of the new pupils have broken any of the new chairs in the school.
10. Few students opted for the strange subject.

Lesson Title: Conditional Tense – Zero Conditional	Theme: Grammar
Practice Activity: PHL2-L063	Class: SSS 2



Learning Outcomes

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

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

Overview

Conditional tenses let us discuss things that could happen, things that might have happened or things we wish would happen. They are used to indicate an action or an event that is dependent on another action or event happening. They help us answer the question of ‘what if’. There are 5 types of conditionals: zero conditional, first conditional, second conditional, third conditional and mixed conditional.

The features of the **zero-conditional tense** are as follows:

- It is used to talk to about general or universal truths.
- It is formed by: If/When/Unless + simple present tense + simple present tense
- Form the zero conditional like this: If/when/unless this **happens**, that **happens**
Example: If you eat your food, you can watch television.
Action 1: eat your food
Action 2: watch television
 - Action 2 is dependent upon Action 1.
 - In other words, Action 2 will take place on the ‘condition’ that Action 1 happens first.

The following shows how to use ‘if’ in conditional sentences:

- If you keep quiet, you get a treat.
- If people exercise, they stay fit.

The following shows how to use ‘when’ in conditional sentences:

- When you heat ice, it melts.
- When the sun rises, birds chirp.

The following shows how to use ‘unless’ in conditional sentences:

- Unless people vote, democracy is useless.
- Unless we study, we cannot pass the examination.

Practice

Activity 1

Match the clauses in columns 1 and 2 to form conditional sentences:

Clause 1	Clause 2
if she buys a uniform	we cannot play outside
if I wake up early	we reach town faster
he visits his uncle	I exercise
unless it stops raining	when he is on holiday
when we ride our bicycles	she can play on the team

Activity 2

Use 'if', 'when' or 'unless' to complete the conditional sentences:

1. Lessons begin _____ the bell rings.
2. _____ he drinks a cup of tea, he cannot sleep.
3. _____ I boil water it is safe to drink.
4. _____ you press the button, the engine starts.
5. I do not play football _____ the school organises matches.
6. _____ it does not rain, plants die.

Activity 3

Write 3 sentences with the zero conditional for each of the following: 'if', 'when' and 'unless'.

Lesson Title: Conditional Tense – First Conditional	Theme: Grammar
Practice Activity: PHL2-L064	Class: SSS 2



Learning Outcomes

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

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

Overview

Conditional tenses are used to indicate an action or an event that is dependent on another action or event happening.

The features of the **first conditional** are as follows:

- It is used to talk about a possible condition and its probable result.
- It is formed by: If/Unless + simple present tense + simple future tense.
- The 'if' clause uses simple present; the main clause uses simple future.
- Form the first conditional like this: If this **happens**, that **will happen**.

Example: If you take your medicine, you will feel better.

Action 1: take your medicine

Action 2: will feel better

- Action 2 is dependent upon Action 1.
- In other words, Action 2 will take place on the 'condition' that Action 1 happens first.

The following shows how to use 'if' and 'unless' in sentences with the first-conditional tense:

- If people arrive, we will leave for the market.
- Unless you study, you will not pass the examination. (negative sentence)

Practice

Activity 1

Use the verbs in brackets to form first-conditional sentences:

1. If you _____ (to wait) a minute, I _____ (to show) you to my new bicycle.
2. If she _____ (to travel) to China, she _____ (to visit) the Great Wall.
3. If Ada _____ (to forget) her homework, the teacher _____ (to give) her a low mark.
4. If Jane _____ (to earn) a lot of money, she _____ (to buy) a house.
5. If I _____ (to study) hard, I _____ (to pass) the examination.
6. Unless I _____ (to see) my father, I _____ (not/to sleep) tonight.

7. Unless the coach _____ (to agree), Peter _____ (not/play) in the match.
8. If Janet _____ (to come), I _____ (to be) very happy.
9. Unless you _____ (to answer) my question, you _____ (not/leave) this class.
10. Unless you _____ (to pass) your examination, I _____ (not/buy) you a new bicycle.

Activity 2

Choose the correct answer within brackets that best completes each sentence to make the first conditional:

1. If you stay up all night watching a movie, you _____ (are/will be) tired tomorrow.
2. You will be late for school if you _____ (do not/will not) get up now.
3. Janet _____ (goes/will go) to university if she performs well in WASSCE.
4. If we _____ (do not study/will not study) our notes, we will fail the examination.
5. I _____ (do not buy/will not buy) the phone if it is very expensive.
6. What will he say if his mother _____ (asks/will ask) for the computer she bought for him?
7. My pupils will be worried _____ (if I get/if I will get) to class very late.
8. Gladys, _____ (do you do/will you do) the laundry if I cook dinner?

Activity 3

Choose the most appropriate ending for each of the following sentences:

1. If environmental issues are taught at school,
 - a. people will not learn the importance of reducing, reusing and recycling.
 - b. people will learn the importance of reducing, reusing and recycling.
 - c. students will recycle, but they will not reduce or reuse.
2. If you have a shower instead of a bath,
 - a. you will not save water.
 - b. you do not help the planet.
 - c. you will save a lot of water.
3. Children will be aware of the importance of recycling
 - a. if their parents recycle.
 - b. if parents will not show them how to do it.
 - c. if school will help.
4. If we use recycled paper and glass,
 - a. we will not help our planet.
 - b. we will help our planet.
 - c. we helped our planet.
5. If we keep polluting our planet,
 - a. many animal species will become extinct.
 - b. many animal species will not become extinct.
 - c. we will make some animals extinct.

Lesson Title: Figurative Language – Irony	Theme: Grammar
Practice Activity: PHL2-L065	Class: SSS 2



Learning Outcomes

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

1. Define different types of irony and demonstrate understanding of their function in a text.
2. Use context clues and inference to determine the meaning of irony in a text.
3. Demonstrate understanding of irony by explaining examples in your own words.
4. Answer questions on a text.

Overview

Irony is a figure of speech where the opposite of what is expected is said or happens. There are 3 types of irony used commonly in literature:

- **Verbal irony** is used when someone says one thing but means something else or the complete opposite.
Example: When my aunt saw my messy bedroom, she said, ‘Wow! You must be the neatest person I know’.
 - The aunt said, ‘Wow! You must be the neatest person I know’,
 - but she means that the person is very messy.
- **Situational irony** is used when what happens is the opposite of what is expected or appropriate.
Example: I recently found out that my dentist’s teeth are all rotten.
 - Because a dentist takes care of our teeth, we expect them to have very good teeth; however, in this case the dentist’s teeth are very bad.
- **Dramatic irony** is used when the reader or the audience knows more about the events than the character does in the story.
Example:
In *Romeo and Juliet*, Romeo kills himself because he thinks that Juliet is dead. The audience knows she has just taken a sleeping potion to make it look like she died.

Irony is used in a text to:

- Make it humorous
- Engage the reader
- Make the reader analyse the text in depth
- Make the story dramatic and interesting

Practice

Read the following paragraphs that contain irony and answer the comprehension questions on them.

Paragraph 1

During their summer vacation, Sayida and Wahid decided to go on a picnic. They had been pining for a day outdoors and were looking forward to a peaceful lunch followed by some bicycling. As soon as the two reached their picnic spot under an old oak tree, it started drizzling. 'Well, isn't this a fine summer's day!' said Sayida, even though her hair was soaking wet. Wahid suggested they eat their lunch while waiting for the rain to subside. To his shock, when he opened the lunchbox, it was filled with ants. 'This is just the perfect picnic', sighed Wahid.

Paragraph 2

The toothpaste in our bathroom had finished. My sister requested that I replace it with a new tube of toothpaste. It had been a tiring day for me and I was rather preoccupied when I replaced the old tube of toothpaste. Unknown to me at that time, I had put a tube of mosquito repellent in the bathroom cupboard. I suppose it is not surprising, then, that I woke up to my sister shrieking. She had accidentally brushed her teeth with the mosquito repellent. I spent the day apologising to her profusely.

Paragraph 3

Marie Curie was a physicist and chemist who did research on radioactivity. She discovered the elements radium and polonium. She is best known for her work in establishing the theory of radioactivity. Marie Curie won two Nobel Prizes for her work. Unfortunately, she discovered that radioactivity also has adverse effects on people's health. She died due to excessive exposure to radiation in 1934.

Comprehension questions

Paragraph 1

1. Why did Sayida and Wahid plan to go on a picnic on their summer vacation?
2. Where was the picnic spot?
3. 'Well, isn't this a fine summer's day!': What makes this statement ironic?
4. Why was Wahid shocked when he opened the lunchbox?
5. What type of irony does Wahid's shock express?

Paragraph 2

6. Why did the toothpaste in the bathroom need to be replaced?
7. When did the speaker realise he had made a mistake?
8. Why was the speaker's sister shrieking?

Paragraph 3

9. Who was Marie Curie? What were her discoveries?
10. Why was her death ironic?

Lesson Title: Figurative Language – Irony	Theme: Grammar
Practice Activity: PHL2-L066	Class: SSS 2



Learning Outcomes

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

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

Overview

Irony is a figure of speech where the opposite of what is expected is said or happens. There are 3 types of irony that are commonly used:

Verbal irony is used when a character says one thing but means something else or the complete opposite.

Situational irony is used when the thing that happens is the opposite of what is expected or appropriate.

Dramatic irony is used when the reader or the audience knows more about the events than the character does in the story.

The functions of irony in a text are as follows:

- It makes a text humorous or tragic.
- It engages the reader.
- It makes the reader analyse the text in depth.
- It makes the storyline dramatic and interesting.

This is how to write a text with verbal irony:

- Have a character say the opposite of what they really mean or feel.
Example:
I was terribly bored at the party. The host asked me if I was having fun. 'I am having the best time of my life!' I exclaimed.
- Write things that contradict each other or are generally not used together.
Example: The mattress was as soft as a cement wall.

This is how to write a text with situational irony:

- Introduce something that is unexpected or the absolute opposite of what is expected.
Example: My martial arts teacher got attacked and robbed by a thief last night.

This is how to write a text using dramatic irony:

- Have the reader know about an obstacle, a challenge or a twist in the plot.

- Have the character discover the twist or challenge after the unexpected event takes place.

Example:

I was complaining about my mother to my friends. My friends were giggling because they saw my mother standing behind me. I was completely unaware of this. I continued complaining. When I finally turned around, I was shocked to find my mother standing there, looking stern.

Practice

Activity 1

Use the writing outline below to organise your main ideas for a personal narrative or creative writing with 2 types of irony. The topic is: 'My recent birthday celebration'.

Personal Narrative/Creative Writing with Irony

1. Introductory paragraph:
 - Introduce characters and setting
2. Body:
 - Develop characters and setting
 - Irony
 - Build up to something that is expected
 - Introduce the twist, challenge or unexpected event
 - Also include another type of irony
3. Closing paragraph: How the challenge or problem was resolved

Activity 2

Finish writing your essay on the topic, 'My recent birthday celebration', in about 250-300 words, using at least 2 types of irony.

Activity 3

Use the outline to plan and write a short story or personal narrative on any topic of your choice in about 300 words. In this text, you must include the following:

- A title for your essay or short story
- An introductory paragraph, a body and a closing paragraph
- At least 2 types of irony
- At least 1 type of irony that you have not used in the previous essay
- Correct spelling and grammar

Activity 4

Complete the following sentences to make them ironic. Identify the type of irony in each sentence:

1. Your car is as clean as the _____.
2. I read my English teacher's letter and found that it contained _____.
3. The hungry baby reached for the bottle of milk kept on the table. However, the milk bottle was open. As soon as the baby grabbed it, _____.
4. Amie wanted to surprise her mother on her birthday. She decided to bake a cake for the very first time in her life. However, as she was baking, _____.
5. I think you are as kind to people as a hungry tiger is to _____.
6. Musa's phone was not working. He decided to walk to his friend's house to tell him about the change in dinner plans. Meanwhile, his friend was driving to Musa's house. Upon reaching his friend's house, _____.

Lesson Title: Reading Skills Development: Identifying Theme – Fable	Theme: Reading
Practice Activity: PHL2-L067	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of how to identify theme.
2. Identify theme in a given text.
3. Use theme to help summarise a text.

Overview

A **fable** is a short story with animal characters. It usually has a lesson or a moral. Although fables are entertaining to read and write, remember that when sitting the WASSCE, you are not allowed to use fables or animal characters in your writing.

The **theme** of a story is its main underlying idea or message.

The main features of themes are as follows:

- Themes are usually concepts such as courage, happiness, wisdom or greed.
- Themes are not clearly stated in the text. Readers have to infer, or guess, what the theme is.
- A theme helps the reader understand the message that the writer wants to send.
- A theme is something that most people can relate to, such as fear, happiness, loss or facing challenges.
- Themes give depth and meaning to a text and make it interesting.

This is how to identify themes in a text or a story:

- First, identify the subject – Who or what is the story about?
- Next, identify the plot – What happens in the story?
- Then, identify the main message or moral – What does the writer want you to tell you? What lesson did the main character learn? How did that character change?
- Finally, identify a theme from the moral or message so that it is something that anyone and everyone can relate to.

Themes are different from the subjects of a text. The subject is the main topic while the theme is the underlying message.

Examples:

- Subject – New Year's Eve party; Theme – Celebration:
 - As soon as it was midnight, everybody wished each other a very happy new year. It was hugs and smiles all around.

- Subject: My monthly allowance; Theme – Greed/unfulfilled wishes/finances in the household:
 - I wanted more money to go out to musical events and cafes with my friends. I asked my mother to increase my monthly allowance. She scolded me for never helping with house chores and always asking for more. Sadly, she cancelled my monthly allowance for the next two months as well to punish me for being selfish.

Practice

Read the following fables and answer the comprehension questions on them:

The Lion in Love¹

A lion fell in love with a woodcutter's daughter and demanded her hand in marriage. The father was unwilling to meet this demand but was also scared of the lion. Then an idea struck him. He accepted the lion's proposal on one condition – that the lion should allow him to extract his teeth and cut off his claws, as his daughter was terribly afraid of both. The lion cheerfully assented to the proposal. But when the toothless, clawless lion returned to get married, the woodcutter, no longer afraid, threatened to hit the lion with his axe, and drove him away into the forest.

The Grasshopper²

One bright day in late autumn, a family of ants was bustling about in the warm sunshine, drying out the grain they had stored up during the summer. A starving grasshopper came up and begged for a bite to eat. 'What!' cried the ants in surprise. 'Have you not stored anything away for the winter? What in the world were you doing all last summer?'

'I did not have time to store any food', whined the grasshopper. 'I was so busy making music that before I knew it the summer was gone'.

The ants shrugged their shoulders in disgust. 'Making music, were you?' they said. 'Very well, now dance!' they said as they turned their backs on the grasshopper and went on with their work.

Comprehension questions

1. Identify any 3 possible themes from the first fable, 'Lion in Love', and, using evidence from the text, briefly explain why they are themes.
2. Identify any 2 possible themes in the second fable, 'The Grasshopper', and, using evidence from the text, briefly explain why they are themes.

¹'The Lion in Love' by Aesop (n.d.) is in the public domain.

²'The Ants and the Grasshopper' by Aesop (n.d.) is in the public domain.

Lesson Title: Paragraphs – Topic Sentence and Supporting Sentences	Theme: Grammar
Practice Activity: PHL2-L068	Class: SSS 2



Learning Outcomes

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

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

Overview

A **topic sentence** is the sentence which contains the main idea of a paragraph or an essay.

The features of a topic sentence are as follows:

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

The following example demonstrates how to combine your ideas into a topic sentence:

- Topic: Preparing for an examination
- Topic sentence: When preparing for an examination, pupils can use a number of different methods, such as revising previous classwork and making notes on specific topics.

A **supporting sentence** adds evidence and more detail to a paragraph and its topic sentence.

The main features of a supporting sentence are:

- Gives the paragraph a purpose
- Explains why the topic sentence is meaningful
- Uses facts, statistics, details, examples, stories, quotes or paraphrased material, depending on the type of writing
- Works with other supporting sentences

A paragraph typically has between 2 and 5 supporting sentences.

The following example shows how to use supporting sentences in a paragraph:

- Topic sentence: When preparing for an examination, pupils can use a number of different methods, such as revising previous classwork and making notes on specific topics.

- Supporting sentence 1: Research says that making your own notes on a subject helps you understand it in depth.
- Supporting sentence 2: Revising previous classwork helps pupils recall specific information that the teacher gave.

The above are examples of good supporting sentences because they add more relevant content to the idea introduced in the topic sentence.

Topic sentences and supporting sentences should be organised in a paragraph:

- Using a logical order, such as the development of ideas or chronological order.
- Using linking expression and conjunctions, such as 'however', 'moreover', 'for example'.

The following is an example paragraph combining all of the above features:

When preparing for an examination, you can use a number of different methods, such as revising previous classwork and making notes on specific topics. Revising previous classwork helps you recollect specific information that the teacher gave. In addition, research says that making your own notes on a subject helps you understand it in depth.

Practice

Activity 1

Write 2 supporting sentences for each the following topic sentences:

1. Extra-curricular activities in schools improve pupils' skills in the performing arts and give them experience with group work.
2. When learning to cook, one should ensure that they have all the ingredients beforehand and then follow the recipe in sequential order.
3. The responsibility of keeping streets clean lies more with the citizens of a city than its municipality.
4. An ideal diet should contain all food groups, including proteins, carbohydrates and fats, as well as vitamins and minerals.

Activity 2

Given below are 2 supporting sentences on a topic. Write a topic sentence for them:

1. Supporting sentence 1: Pupils who study abroad learn a lot about international perspectives and cultures.
Supporting sentence 2: On the other hand, some pupils find it hard to fit in with people who are from very different cultures.
2. Supporting sentence 1: The benefit of exercising in a gymnasium is the availability and easy access to exercise equipment, such as weights and treadmills.

Supporting sentence 2: However, getting involved in sports releases more endorphins or 'happy hormones' in the brain than exercising in the gymnasium does.

3. Supporting sentence 1: The car has been designed keeping families in mind, and has it all: comfort, sturdiness and extra leg space.

Supporting sentence 2: It also has an engine built specially to navigate rough terrain, such as the mountains or dried river beds.

4. Supporting sentence 1: Pupils reported feeling hungry at around 2 p.m. in spite of having had a lunch break at noon.

Supporting sentence 2: Many pupils spend their lunch breaks finishing homework, meeting teachers for extra help or playing games with their friends.

Lesson Title: Speech	Theme: Writing
Practice Activity: PHL2-L069	Class: SSS 2



Learning Outcomes

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

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

Overview

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

The features of a speech are as follows:

- It uses vocatives to address the audience, which means it calls out to them directly.
Example: Welcome teachers, classmates and dear friends
- It gives information or shares ideas about someone, something, an event or an experience.
- It is given to an audience that the speaker wants to connect with.
- It is written in the first-person point of view, either singular or plural.
Example: I strongly believe that examinations should be held twice a year.
- It often contains rhetorical questions and makes references to sources such as reports, evidence, quotes or analogies.
- It uses convincing or persuasive language to connect with the audience.
Example: Fellow pupils, join me in reforming our school into the spectacular institution we deserve!
- It is used in debates and public events.

A speech should include the following components:

- Introduction:
 - It should begin with vocatives to greet the audience.
 - It should start with something to engage the audience immediately.
 - It should state the main argument, or thesis, of the speech.
 - It may contain a summary of the main ideas of the speech.
- Body:
 - It should contain at least 3 paragraphs
 - Every paragraph should state an argument with reasons to support it.
- Closing statement:
 - It should summarise the speech.
 - It should repeat the thesis statement or the main idea of the speech.
 - It should thank the audience or call them to action, if needed.

Practice

1. Use the outline below to organise your ideas for a speech on the topic: Convince fellow pupils to elect you as the class prefect. Finish writing your main ideas in your exercise books, if you were not able to complete the outline during the lesson.

Introduction

- Vocatives
- Attention-grabbing statement, story or rhetorical question
- Statement of purpose
- Explanation of why the audience should listen to you
- Summary of main points

Body – at least 3 paragraphs

- Point 1
 - Detail
 - Detail
- Point 2
 - Detail
 - Detail
- Point 3
 - Detail
 - Detail

Closing statement

- Transition (for example, 'In conclusion ...')
- Restatement of purpose
- Summary of main points
- Thank audience

2. Check your outline to make sure you have included the following:
 - Vocatives to greet the audience
 - An attention-grabbing introduction that tells the audience what the speech is about
 - At least 3 paragraphs in the body of the speech
 - Reasons and evidence to support your arguments in every paragraph
 - A closing paragraph which summarises your main points
 - A 'thank you' to the audience and/or request for them to take a specific action

Lesson Title: Speech	Theme: Writing
Practice Activity: PHL2-L070	Class: SSS 2



Learning Outcomes

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

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

Overview

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

The features of a speech are as follows:

- It uses vocatives to address the audience, which means it calls out to them directly.
Example: Pay attention to what I say, oh fellow pupils!
- It gives information or shares ideas about someone, something, an event or an experience.
- It is given to an audience that the speaker wants to connect with.
- It is written in the first-person point of view, either singular or plural.
Example: I strongly believe that examinations should be held twice a year.
- It often contains rhetorical questions and makes references to sources such as reports, evidence, quotes or analogies.
- It uses convincing or persuasive language to connect with the audience.
Example: Fellow pupils, join me in reforming our beloved school into the spectacular institution we deserve!
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 - It should state the main argument, or thesis, of the speech.
 - It may contain a summary of the main ideas of the speech.
- Body:
 - It must contain at least 3 paragraphs.
 - Every paragraph should state an argument with reasons to support it.
- Closing statement:
 - It should summarise the speech.
 - It should repeat the thesis statement or the main idea.
 - It should thank the audience or call them to action, if needed.

You can use linking expressions and conjunctions to link your paragraphs together.
Examples:

- **Let me start by** telling you more about myself.
- **Firstly**, I am someone who has already been a prefect for 2 years. **Clearly**, I come with experience.
- **Some of you may be questioning** what my goals are as a potential prefect.
- **Furthermore**, I am already a participant in many clubs and societies.
- **In the end**, I will leave you with this quote ...

Practice

Read the speech and complete the following activities.

Why I Should be Elected

Good morning, fellow pupils! Before I tell you why I stand here to speak, I want you to join me in imagining a scenario. Imagine a football club for all ardent football fans after school, an active debate society to communicate all of our perspectives in a healthy way and a dance class for all you budding dancers. These are things I know we all want and have talked about together many times. To make these dreams come true, I am here to convince you that you should elect me as class prefect. Let me enumerate the many reasons I am perfect for this role.

Classmates, I have previous experience from when I was class prefect in JSS 2 and 3. In those two years, I learned how to understand what my colleagues want, and convey it to the school authorities. I also learned how to work with other people to achieve a common goal. Currently, I use these leadership skills to lead the debate club. As you all know, this is the most active our debate club has ever been.

My class fellows and close friends remember my time as class prefect fondly. Yes, I enforced school rules and made sure that we were disciplined, but I also respected everyone's wishes and grievances. Many of you might remember that we wanted our football ground renovated but the school lacked funds. That was when I mobilised a group of thirty boys and girls to improve our playing field over three months. This is exactly the kind of teamwork and camaraderie that I want to share again to take our school to greater heights.

Fellow pupils, in me you will not have an elusive representative but an active friend, approachable to you all the time. I am active in many circles and activities already. Apart from the debate society, I am also on the football team and play the keyboard in the band. So, you see, you will find me working hard among you.

I have done my best in putting all my worthy credentials in front of you. Let me remind you that I will be your friend and guide, with previous experience as a leader. I am proud of myself for being a team worker and good listener. I genuinely hope to address your issues and work with you. I am always available for my fellow pupils if they should need me. Let me tell you that once I commit to something, I commit to it

one hundred per cent! Even if I have to work hard during after-school hours, I am ready and keen to do it. I am confident now that you can all see why I am a good fit for this appointment. Now, it is only a matter of you choosing me. I urge you to make a smart, thought-out and productive decision for the betterment of this school and your own individual interests in SSS as well.

I have nothing more to add but that I am grateful that you gave me a chance to justify my candidacy. I am looking forward to meeting you all during the election!

Activity 1

Use the completed outline from the previous lesson to finish writing your speech on the topic, 'Convince fellow pupils to elect you as the class prefect', if you did not complete it in class. You can use the example above to help you.

Activity 2

Use the speech outline to plan and write a speech on this topic: Your fellow pupil is transferring to another school after spending nine years in your school. Write a speech bidding him farewell.

Activity 3

Self-check questions

Check both your speeches to make sure you have included:

- Vocatives that address the audience
- An engaging introduction that summarises the speech
- 3 different paragraphs with their own main idea
- A topic sentence and supporting sentences in each paragraph
- A closing statement/paragraph
- Clear flow and link between ideas and paragraphs
- Relevant quotes, anecdotes or facts

Lesson Title: Intonation – Rising Pattern and Falling Pattern	Theme: Listening and Speaking
Practice Activity: PHL2-L071	Class: SSS 2



Learning Outcomes

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

1. Define intonation and what its purpose is in spoken English.
2. Demonstrate understanding of the difference between rising and falling pattern.
3. Identify rising and falling pattern in sentences.

Overview

Intonation is the rise and fall of your voice when you speak. It is a combination of stress and pitch. It is used to express emotion and meaning to the listener.

Pitch is the amount by which a voice rises or falls while talking or singing. A high pitch sounds shriller, while a low pitch sounds deeper.

Stress is the amount of emphasis given to a word or syllable when speaking.

There are 2 basic types of intonation in English: rising and falling. When we use falling intonation, our voice deepens for a moment. When we use rising intonation, our voice gets higher for a moment.

Rising intonation is when the voice becomes higher in pitch towards the end of a phrase or sentence. It is used in the following instances:

- It is commonly used in questions with a ‘yes’ or ‘no’ answer.
- Example: Will you return tomorrow?
- It is used when we are unsure of something or have more to say.
Example (have more to add): I don’t have an answer for you right now ...
- It is used with questions tags that seek confirmation.
Example: You are a brave girl, aren’t you?

Falling intonation is when the voice becomes lower in pitch towards the end of a phrase or sentence. It is used in the following instances:

- It is commonly used in WH questions – questions starting with ‘who’, ‘what’, ‘when’, ‘where’, ‘why’ and ‘how’.
Example: Where are you going?
- It is used to make a statement that is complete and confident.
Example: The car is parked outside.
- It is used with question tags that are rhetorical and do not need a response.
Example: I told you to bring lunch, didn’t I?

These rules are flexible. Based on what the speaker is trying to say, intonation can change. We can use both rising and falling patterns within sentences:

- We use both rising and falling intonation with lists. The voice rises with each item except the last item. That is when it falls.
Example: 'I need to buy rice, beans and fish.' The voice rises on 'rice' and 'beans' and falls on 'fish'.
- We can use rising intonation for introductory words and phrases. After that, the intonation falls.
Examples: for example, meanwhile, in fact, in other words
- We can use rising intonation for choices. The intonation rises for each option.
Example: Do you want to watch a film or go to the beach?

When reading, we can determine the intonation by asking ourselves the following questions:

- Is it a yes/no question?
 - If so, it typically has rising intonation.
- Is it a confident statement?
 - If so, it typically has falling intonation.
- Is it a who/what/where/when/why/how question?
 - If so, it typically has falling intonation.
- Is it a question tag that seeks confirmation?
 - If so, it typically has rising intonation.
- Is it a rhetorical question tag?
 - If so, it typically has falling intonation.

Practice

Activity 1

Identify whether the following statements are true or false:

1. All questions have a rising pattern.
2. Questions with question tags always have a rising pattern.
3. Why/How questions have a falling pattern.
4. Statements have a rising pattern.
5. Yes/No questions have a falling pattern.

Activity 2

1. Identify whether the following sentences have a rising or falling pattern:
 - a. Turn left at the post office.
 - b. Why did Mahmadu come late to school?
 - c. Do you know where the principal's office is?
 - d. Wow! It is raining cats and dogs!
 - e. Keep quiet and sit down in your seat.
 - f. Which of these apples have gone rotten?

- g. The Burj Khalifa is the tallest building in the world, isn't it?
 - h. Does your grandmother need a nurse to look after her?
 - i. Wise men speak only when absolutely necessary.
 - j. On what grounds did the police charge him?
 - k. Momoh and Aruna have gone to watch a play.
 - l. Have you seen my mother in the market?
 - m. You are planning to apply to a medical college, aren't you?
 - n. What a splendid display of fireworks!
 - o. Why are you washing my woolen blanket?
 - p. No! Do not go there! It is not safe!
 - q. Please bring me a sandwich from the shop.
 - r. Some tribes still live in the forest.
2. Practise reading the sentences aloud with correct intonation.

Lesson Title: Intonation – Rising Pattern and Falling Pattern	Theme: Listening and Speaking
Practice Activity: PHL2-L072	Class: SSS 2



Learning Outcomes

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

1. Define intonation and what its purpose is in spoken English.
2. Demonstrate understanding of the difference between rising and falling pattern.
3. Identify rising and falling pattern in a listening passage.

Overview

Intonation is the rise and fall of our voice and its pitch as we speak. There are 2 types of intonation: rising intonation and falling intonation.

Rising intonation is when the voice becomes higher in pitch towards the end of a phrase or sentence. It is used in the following instances:

- It is commonly used in questions with a ‘yes’ or ‘no’ answer.
Example: Will you return tomorrow?
- It is used when we are unsure of something or have more to say.
Example (have more to add): I don’t have an answer for you right now ...
- It is used with questions tags that seek confirmation.
Example: You are a brave girl, aren’t you?

Falling intonation is when the voice becomes lower in pitch towards the end of a phrase or sentence. It is used in the following instances:

- It is commonly used in WH questions – questions starting with ‘who’, ‘what’, ‘when’, ‘where’, ‘why’ and ‘how’.
Example: Where are you going?
- It is used to make a statement that is complete and confident.
Example: The car is parked outside.
- It is used with question tags that are rhetorical and do not need a response.
Example: I told you to bring lunch, didn’t I?

Remember that these rules are flexible. Based on what the speaker is trying to say, intonation can change.

Practice

Activity 1

Read the following text aloud with correct intonation and stress.

The Storyteller¹
by Saki

It was a hot afternoon, and the railway carriage was sultry. The next stop was at Templecombe, nearly an hour ahead. The occupants of the carriage were a small girl, a smaller girl and a small boy. The aunt of the children occupied one corner seat, and the further corner seat on the opposite side was occupied by a bachelor who was a stranger to their party.

Most of the aunt's remarks seemed to begin with '**Don't**', and nearly all of the children's remarks began with '**Why?**' The bachelor said nothing. '**Don't** Cyril, **don't!**' exclaimed the aunt, as the small boy began smacking the cushions of the seat, producing a cloud of dust at each blow.

'**Come** and look out of the window', she added.

The child moved reluctantly to the window. '**Why** are those sheep being driven out of that field?' he asked.

'I expect they are being driven to **another** field where there is **more** grass', said the aunt weakly.

'But there is **lots of** grass in that field', protested the boy. 'There's nothing **else** but grass there. Aunt, there's **lots of** grass in that field'.

'Perhaps the grass in the other field is better', suggested the aunt.

'Do you know why it **is better?**' came the swift, inevitable question.

'**Oh**, look at those cows!' exclaimed the aunt. Nearly every field along the line had contained cows or bullocks, but she spoke as though she were drawing attention to a rarity.

'**Why** is the grass in the other field better?' persisted Cyril.

Activity 2

Answer the following comprehension questions on the text.

1. Why did most of aunt's questions start with 'Don't'?
2. Did the bachelor know the rest of the travellers in the train carriage?
3. Why did the aunt ask the boy to come look out the window?
4. Why did the aunt draw the boy's attention to the cows?

Activity 3

Find synonyms for the words below in the text.

1. humid
2. comments
3. hitting
4. unwillingly

¹The Storyteller' by Saki (1888) is in the public domain.

Lesson Title: Idioms and Phrasal Verbs	Theme: Reading
Practice Activity: PHL2-L073	Class: SSS 2



Learning Outcomes

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

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

Overview

A **phrasal verb** is a group of words that functions as a verb, but has a meaning different from those of the individual words. It is made up of a main verb and an adverb or preposition, or both. Below are some commonly used phrasal verbs:

Phrasal Verb	Meaning	Example sentence
To add up	To make logical sense	That you walked 40 kilometres in just 3 hours does not add up.
To bring up	To introduce something in a discussion	When we were talking about environmental issues, he brought up the issue of noise pollution.
To crop up	To happen suddenly or unexpectedly	Every time we solve a problem in our office, a new one crops up.
To drop out	To stop attending or participating	Unfortunately, in many countries, girls drop out of school before they complete the primary level.
To end up	To be in a situation in the end	If you do not reduce your drinking now, you will end up being an alcoholic.
To give up	To surrender; to accept defeat; to discontinue a thing or a habit	I have decided to give up sugar until I lose some weight.
To keep up with	To remain at the same level or position as someone else	I was trying to follow the lead runner's pace but it was hard to keep up with her.
To pull off	To complete something successfully	I thought he would not be able to complete the examination in time but he was able to pull it off.

An **idiom** is a group of words or phrases that has a meaning completely different from the literal meaning of the individual words, as shown in the following chart:

Idiom	Meaning	Example sentence
At the eleventh hour	At the last moment	We almost missed our train but caught it at the eleventh hour.
A cock and bull story	An incredible or unbelievable story	The pupil made up a cock and bull story about why he missed class.
To call it a day	To decide when one has done enough for a day	After working for 10 hours, the salesman decided to call it a day.
To cry over spilt milk	To worry about something that one can do nothing about	You have lost the money you invested; no point in crying over spilt milk now.
To eat one's words	To take back something one has said	When Marie saw her friend leave angrily after their argument, she decided to eat her words and apologise.
To let bygones be bygones	To forget the past	The divorced couple decided to let bygones be bygones and remain friends.
To save for a rainy day	To save money for an emergency	This savings group will help us save for a rainy day.

Practice

Activity 1

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

Little Jebeh's Worries

When my younger sister Jebeh was a child, she was extremely scared of her teacher. For instance, if she had one less pencil than the number required in class, she would throw a tantrum and **make a mountain out of a molehill** until we bought a new one. I **left no stone unturned** in letting her know that her teacher was not as evil as she imagined.

One day, without any warning, **out of the blue**, my mother declared that she would **call on** my sister's teacher. She thought she would **kill two birds with one stone** – get updated on Jebeh's progress and show Jebeh that her teacher was actually quite friendly and conversational. Jebeh panicked over what I thought was just **a storm in a teacup**. I instructed her to sleep early the night before to prevent her from **dwelling on** this meeting too much. The next morning, I thought that her anxiety would have **died down** but it was not so. When my mother reached Jebeh's classroom, the teacher gladly **filled her in** on all of Jebeh's great work. She praised Jebeh immensely and even flashed her a warm smile. My sister was pleasantly surprised. She had not known that her teacher thought so highly of her. Over the year, the teacher managed to **grow on** Jebeh.

Comprehension questions

1. What does the writer mean by 'I left no stone unturned in letting her know that her teacher was not as evil as she imagined'?
2. Why would Jebah throw a tantrum in her house?
3. 'She thought she would kill two birds with one stone': Which 'two birds' and what 'stone' is the writer talking about?
4. What does the writer mean by 'The next morning, I thought that her anxiety would have **died down** but it was not so'?
5. What changed Jebah's opinion of her teacher?

Activity 2

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

1. extremely
2. tantrum
3. evil
4. declared
5. conversational
6. friendly

Activity 3

Identify the meanings of the phrasal verbs from the passage based on their use in the passage. Use each of the phrasal verbs in a sentence.

1. to dwell on
2. to die down
3. to fill in

Activity 4

Identify the meanings of the idioms from the passage based on their use in the passage. Use each of the idioms in a sentence.

1. to leave no stone unturned
2. to kill two birds with one stone
3. a storm in a teacup

Lesson Title: Idioms and Phrasal Verbs	Theme: Writing
Practice Activity: PHL2-L074	Class: SSS 2



Learning Outcomes

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

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

Overview

A **phrasal verb** is a group of words that functions as a verb, but has a meaning different from those of the individual words.

The following chart contains some commonly used phrasal verbs:

Phrasal Verb	Meaning	Example sentence
To add up	To make logical sense	That you walked 40 kilometres in just 3 hours does not add up.
To bring up	To introduce something in a discussion	When we were talking about environmental issues, he brought up the issue of noise pollution.
To crop up	To happen suddenly or unexpectedly	Every time we solve a problem in our office, a new one crops up.
To drop out	To stop attending or participating	Unfortunately, in many countries, girls drop out of school before they finish primary.
To end up	To be in a situation in the end	If you do not decrease your drinking habit now, you will end up being an alcoholic.
To give up	To surrender; to accept defeat; to leave a thing or a habit	I have decided to give up sugar until I lose some weight.
To keep up with	To remain at the same level or position as someone else	I was trying to follow the lead runner's pace but it was hard to keep up with her.
To pull off	To manage to complete something successfully	I thought he would not be able to complete the examination in time but he was able to pull it off.

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

The following chart contains some commonly used idioms:

Idiom	Meaning	Example sentence
At the eleventh hour	At the last moment	We almost missed our train but caught it at the eleventh hour.
A cock and bull story	An incredible or unbelievable story	The pupil made up a cock and bull story about why he missed class.
To call it a day	To decide when one has done enough for a day	After working for 10 hours, the salesman decided to call it a day.
To cry over spilt milk	To worry about something that one can do nothing about	You have lost the money you invested; no point in crying over spilt milk now.
To eat one's words	To take back something one has said	When Marie saw her friend leave angrily after their argument, she decided to eat her words and apologise.
To let bygones be bygones	To forget the past	The divorced couple decided to let bygones be bygones and remain friends.
To save for a rainy day	To save money for an emergency	This savings group will help us save for a rainy day.

Practice

Activity 1

Read the following paragraph. Rewrite the paragraph using phrasal verbs and idioms from the tables above, so that the meaning of the paragraph does not change. You may change the sentence construction if needed.

Example:

- Original sentence – There is no point now in feeling bad about you giving away my favourite books when it is already done.
- Sentence with idiom – There is no point in crying over spilt milk since you have already given away my favourite books.

Pocket Money

When I was in college, I felt that I needed more pocket money. While we were talking, I started mentioning my lack of money to my mother. I told her how I had been borrowing money for basic meals. She thought I was lying and telling her fictitious stories. She even asked me why I did not save money for emergency situations like these. I soon realised that it was difficult to convince her to give me more money. I stopped trying after that. A month later, I fell terribly sick. The hostel

warden had to call my mother to pick me up and take me home. My mother found out that I had not had money to buy medicines. She felt very guilty and apologised profusely. I forgave my mother immediately and told her that it was all in the past. It was no use now to think about that and feel bad. I had hoped that this would make her feel less guilty; however, I found that the memory of this incident did not fade, even after several years.

Activity 2

Make a sentence with each of the following phrasal verbs:

1. to drop out
2. to end up
3. to keep up with
4. to pull off

Activity 3

Make a sentence with each of the following idioms:

1. to save for a rainy day
2. a cock and bull story
3. at the eleventh hour
4. to make a mountain out of a molehill

Lesson Title: Direct Speech	Theme: Grammar
Practice Activity: PHL2-L075	Class: SSS 2



Learning Outcomes

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

1. Define direct speech and indirect speech and demonstrate understanding of their functions in a sentence.
2. Demonstrate understanding of the difference between direct and indirect speech.
3. Identify direct and indirect speech in a sentence.
4. Write sentences using direct and indirect speech correctly.

Overview

Direct speech repeats, or quotes, the exact words spoken by someone. In sentences with direct speech, quotes or words spoken by someone are put in inverted commas.

Direct speech is used in the following ways:

- To report a quote or something being said in the present
Example: He says, 'Do not be late for dinner'.
- To tell someone about a previous conversation
Example: When we spoke, she said, 'I have applied to another job'.

Indirect speech or 'reported speech' is used to talk about something that was said in the past.

The following are features of indirect speech:

- It does not use inverted commas.
- Usually, the word 'that' is inserted between what was outside and inside the inverted commas to connect them.
- In indirect speech, the following change according to who reports the quotes and when:
 - tenses
 - pronouns
 - reference to time
 - reference to places

Pronouns in indirect speech change in the following ways:

- Pronouns in quotes change to third-person pronouns.
Example:
 - Direct speech: She said, '**You** are in the tenth standard'.
 - Indirect speech: She said that **he** is in the tenth standard.
- 'This' changes to 'that' and 'these' changes to 'those'.

Example:

- Direct speech: I said, '**This** is my book'.
- Indirect speech: I said that **that** was my book.

Tenses in indirect speech change in the following ways:

- If the introductory clause or the part of the sentence outside the quote is in simple present tense, then the tense in indirect speech does not change.

Example:

- Direct speech: The president **says**, 'We will fight poverty'.
- Indirect speech: The president **says** that we will fight poverty.

- The past perfect and past perfect continuous tenses do not change.

Example:

- Direct speech: He said, 'I **had exercised** when you arrived'.
- Indirect speech: He said that he **had exercised** when I arrived.

- In sentences with future tense, 'will' changes to 'would'.

Example:

- Direct speech: Musa said, 'I **will** be in school tomorrow'.
- Indirect speech: Musa said that he **would** be in school the next day.

- In other cases, usually, tenses inside the quotes 'backshift' or change to one tense further in the past:

simple present → simple past	She said, 'I always drink tea'.	She said that she always drank tea.
present continuous → past continuous	'I am reading a book', he explained.	He explained that he was reading a book.
present perfect → past perfect	She said, 'He has finished his work'.	She said that he had finished his work.
simple past → past perfect	'Saidu arrived on Saturday', he said.	He said that Saidu had arrived on Saturday.
past continuous → past perfect continuous	'We were living in Nigeria', they told me.	They told me that they had been living in Nigeria.

Practice

Activity 1

Change the following sentences from direct speech to indirect speech:

1. 'I want a cup of tea', he said.
2. Brima said, 'It gives me great pleasure to see you all'.
3. My mother says, 'Life is like a box of chocolates'.
4. In his inaugural speech, the director exclaimed, 'This play will be a hit!'
5. Your sister said, 'This idea is mine'.

6. Sheku said, 'I have been waiting for you for 2 hours'.
7. 'Find the postman', said Jussu.
8. Mahmadu said, 'My mother arrived at 2 p.m. on Sunday'.
9. Anita said, 'We will sell these grapes in the market'.
10. Sabatu said, 'I love eating cakes'.

Activity 2

Given below are sentences in direct and indirect speech. Correct the mistakes in the sentences with indirect speech.

1. Ramatu said, 'You have always been my friend'.
Ramatu said that I was always her friend.
2. Tenneh said, 'I will not tolerate this any longer'.
Tenneh said that she will not tolerate this any longer.
3. Babah said, 'I wish I had worked hard twenty years ago'.
Babah said that he wishes he had been working hard twenty years ago.
4. My younger brother said, 'I have become a big boy'.
My younger brother said he is becoming a big boy.
5. 'We sell linen items', says the shopkeeper.
The shopkeeper said that they are selling linen items.

Activity 3

Complete the sentences in indirect speech based on the sentences in direct speech.

1. 'I work in engineering'.
He said _____.
2. 'You are late to school'.
My teacher told me _____.
3. 'I will buy these apples and bananas'.
You said _____.
4. 'I have been reading a book'.
He replied _____.
5. 'You ate your milk and cereal'.
My mother remarked _____.

Lesson Title: Indirect Speech	Theme: Grammar
Practice Activity: PHL2-L076	Class: SSS 2



Learning Outcomes

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

1. Define direct speech and indirect speech and demonstrate understanding of their functions in a sentence.
2. Demonstrate understanding of the difference between direct and indirect speech.
3. Identify direct and indirect speech in a sentence.
4. Write sentences using direct and indirect speech correctly.

Overview

Direct speech repeats, or quotes, the exact words spoken by someone. In sentences with direct speech, quotes or words spoken by someone are put in inverted commas.

Indirect speech, or reported speech, is used to talk about something that was said in the past.

- It does not use inverted commas.
- Usually, the word 'that' is inserted between what was outside and inside the inverted commas to connect them.
- In indirect speech, the following change according to who reports the quotes and when:
 - tenses
 - pronouns
 - reference to time
 - reference to places

Questions are changed in indirect speech in the following ways:

- Question marks are removed in indirect speech.
- We use 'if' or 'whether' in questions starting with an auxiliary verb.

Example:

 - Direct speech: He asked me, 'Are you an athlete?'
 - Indirect speech: He asked me if I was an athlete.
- No conjunction is used if the question is a WH questions (where, what, why, when, how).

Example:

 - Direct speech: He asked, 'Why are you limping?'
 - Indirect speech: He asked me why I was limping.

The following table shows how references to time and place change in indirect speech:

Direct speech	Indirect speech
here	there
now	then
today	that day
this morning	that morning
yesterday	the day before/the previous day
next week	the following week
ago	before/earlier

Here are some examples:

- Direct speech: He said, 'The party is **here**'.
- Indirect speech: He said that the party was **there**.
- Direct speech: She asked, 'Where were you **this** morning?'
- Indirect speech: She asked me where I had been **that** morning.

The table below demonstrates how the imperative changes in indirect speech:

Direct speech – Type of sentence	Indirect speech – Reporting verb
order	ordered
request	requested
advice	advised
suggestion	suggested
warning	warned

Here are some examples of how to change imperative sentences:

- Direct speech: My teacher said, 'Come here right now'.
- Indirect speech: My teacher ordered me to go there right then.
- Direct speech: He said, 'You should try this dish'.
- Indirect speech: He suggested that I try that dish.

Note that time, place and tense do not change if the direct speech uses the simple present tense where the situation is unchanged.

Examples:

- Direct speech: He said, 'The capital of Sierra Leone is Freetown'.
- Indirect speech: He said that the capital of Sierra Leone is Freetown.
- Direct speech: He said, 'We are going to the market today'.
- Indirect speech (on the same day): He said that they are going to the market today.

Practice

Activity 1

Change the following sentences from direct speech to indirect speech:

1. He asked, 'Are you reading a book?'
2. My friend asked me, 'What are your plans tonight?'
3. The politician said, 'We are going to build new universities in Freetown in the next 2 years'.
4. My mother asked, 'Do you want some soup or not?'
5. The teacher said, 'You should use an ink pen or a gel pen to improve your handwriting'.
6. My father asked, 'Is this blanket made of wool?'
7. My sister said, 'Africa is to the west of Asia'.
8. He said, 'Let's go dancing tonight'.
9. 'Wow! You are so talented!' said Abu.
10. 'Are you an adult yet?', asked the man checking our movie tickets.

Activity 2

Read the following conversation and rewrite it using indirect speech:

It was a beautiful morning yesterday. Kai said, 'We should go for a walk in the park today'. I asked him, 'Don't you have to go to the office today?'

'No', said Kai. 'Our office has been under renovation since yesterday. We have been told to stay at home for the next three days'.

'How lucky you are!' I remarked. 'Do you still have to work from home?'

'Sadly, yes', replied Kai.

Activity 3

Correct the errors in the sentences with indirect speech:

1. Direct speech: 'Who is here?', he asked.
Indirect speech: He asked who is here.
2. Direct speech: I said, 'Tomorrow, I will go to the pharmacy'.
Indirect speech: He said tomorrow he go to the pharmacy.
3. Direct speech: My friend asked, 'Are you coming with us?'
Indirect speech: My friend asked are you coming with them.
4. Direct speech: My teacher said, 'About 70 percent of the earth is made of water'.
Indirect speech: My teacher said about 70 percent of the earth was made of water.
5. Direct speech: He said, 'Five years ago, I did not know what career to choose'.
Indirect speech: He said five years ago I did not know what career to choose.

Lesson Title: Concord – Subject-Verb Agreement	Theme: Grammar
Practice Activity: PHL2-L077	Class: SSS 2



Learning Outcomes

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

1. Define concord and demonstrate understanding of the importance of subject-verb agreement in a sentence.
2. Identify whether the subject and verb in a sentence are in agreement.
3. Write sentences using concord correctly.

Overview

Concord is the grammatical agreement between 2 words in a sentence.

Subject-verb agreement is a type of concord which defines the relationship of the number of the subject with the verb.

The rules of subject-verb agreement are as follows:

- Singular subjects have singular verbs.
Example: The **dog barks** when he is angry.
- Plural subjects have plural verbs.
Example: The **dogs bark** when they are angry.
- A subject will always come before a phrase beginning with 'of'. The verb should be decided based on that subject.
Example: A **bouquet** of roses **was** kept on the table.
 - The verb is singular because the subject is 'bouquet', not 'roses'.
- The verbs in a sentence with 'either/or', and 'neither/nor' agree with the subject closest to them.
Examples:
 - Either the monkey or **the birds eat** these fruits.
 - Either the birds or **the monkey eats** these fruits.
- Two singular subjects connected by 'or' agree with singular verbs.
Example: My mother or my sister **arrives** today.
- If 2 subjects form a compound noun together, they agree with a singular verb.
Example: The bed and breakfast **looks** attractive.
 - The words 'bed' and 'breakfast' are 2 nouns that together act as 1 compound noun.
- Collective nouns agree with singular verbs.
Examples:
 - **The herd** (of deer) **was looking** for grass to eat.

- **The swarm** (of bees) **is making** a bee hive.
- When subjects are separated from verbs by prepositional phrases or other nouns/pronouns, they still agree with the verb. Ignore the phrases and words in the middle.
Examples:
 - **The man**, who loves dogs, **lives** there.
 - **The men**, along with a little boy, **live** here.
 - **Those girls**, standing behind the wall, **are** protestors.
- Singular and plural subjects connected by 'and' or 'as well as' agree with plural verbs.
Examples:
 - **The boys** and **girls are** standing in a line.
 - A **book** and a **pen are** kept on the table.
- If a sentence starts with 'here' or 'there', the verbs agree with the actual subject.
Example: There **are** some **cookies** kept on the table.

Practice

Activity 1

Choose the version of the sentence which has subject-verb agreement:

1. a. The vase with the red flowers in it has fallen.
b. The vase with the red flowers in it have fallen.
2. a. People living in rural areas have less exposure to pollution.
b. People living in rural areas has less exposure to pollution.
3. a. This box of chocolates are empty.
b. This box of chocolates is empty.
4. a. Both tomatoes and green peppers belong to the nightshade family of vegetables.
b. Both tomatoes and green peppers belongs to the nightshade family of vegetables.
5. a. Tina or Kandeh is performing on stage.
b. Tina or Kandeh are performing on stage.
6. a. There is four members in this team.
b. There are four members in this team.

Activity 2

Fill in the blank in each sentence with the correct form of the verb in brackets:

1. The plots behind the field _____ (to be) up for sale.
2. A pair of gloves _____ (to be) kept on the table.

3. A sandwich and some french fries _____ (to be) in my lunchbox.
4. Sandima and her friends _____ (to like) watching horror films.
5. Hope and courage _____ (to be) qualities that make a successful person.
6. The stitching and the buttons of this coat _____ (to look) old.
7. None of my colleagues _____ (to know) about my promotion.
8. Habits like smoking and drinking _____ (to harm) one's health in the long run.

Activity 3

Some of the sentences in the following paragraph do not have correct subject-verb agreement. Rewrite the paragraph with correct subject-verb agreement.

My husband and I is friends with a popular musician, Hassan. He is part of a band that always invite us to their shows. Sometimes one of his friends gives us free tickets to their concerts and shows. When we attends these shows, my husband and I am assigned seats right at the front. Sometimes Hassan and the other members of the band also calls us backstage. My husband like to admire all their fancy instruments, especially the guitars. One of the guitars are actually made of steel and produce a unique sound.

Lesson Title: Concord – Subject-Verb Agreement	Theme: Grammar
Practice Activity: PHL2-L078	Class: SSS 2



Learning Outcomes

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

1. Define concord and demonstrate understanding of the importance of subject-verb agreement in a sentence.
2. Identify whether the subject and verb in a sentence are in agreement.
3. Write sentences using concord correctly.

Overview

Concord is the grammatical agreement between 2 words in a sentence.

Subject-verb agreement is a type of concord that defines the relationship of the number of the subject with the verb.

A pronoun's **antecedent** is the noun or subject that the pronoun refers to.

Example: I went to pick up **my** sister

- The pronoun 'my' refers to 'I'.

The rules of pronoun-antecedent agreement in sentences are listed below:

- A singular antecedent agrees with a singular pronoun.
Example: The **boy** went to **his** room.
- A plural antecedent agrees with a plural pronoun.
Example: The **boys** went to **their** room.
- A phrase or a clause between a subject and a verb does not change the number of the antecedent.
Example: **A box** of dark chocolates **sits** on the shelf.
- Singular indefinite pronoun antecedents agree with singular pronouns.
 - These pronouns are: each, either, neither, none, nobody, nothing, someone, everyone, everybody, anything, everything.
 - Example: **Each** of the pupils should write neatly in **his** or **her** notebook.
- Plural indefinite antecedents agree with plural pronouns. Some of these are: several, few, both, many.
Example: **Many** friends invite me to **their** parties.
- Some indefinite pronoun antecedents, modified by a prepositional phrase, agree with singular pronouns if they are uncountable.
Example: **Some** of the salt has lost **its** flavour.
 - Salt is uncountable.
- Some indefinite pronoun antecedents, modified by a prepositional phrase, agree with plural pronouns if they are countable.
Example: **Some** of the apples have lost **their** flavour.
 - Apples can be counted.

- Two nouns or subjects connected by 'and' or 'as well as' agree with plural pronouns.
Example: **Yaema and Abraham** went to **their** room.
- Pronouns in sentences with 2 nouns and subjects connected by 'neither/nor' agree with the antecedent closer to it in the sentence.
Example: Neither Hassan nor **his friends** invited us to **their** green room.
- '**The** number of' agrees with singular pronouns, while '**a** number of' agrees with plural pronouns.
Examples:
 - **The** number of pupils in attendance **is** impressive.
 - **A** number of students have offered **their** help.

Practice

Activity 1

Fill in each blank with a pronoun that agrees with its antecedent:

1. These books fell out of _____ shelves.
2. A few pupils cannot find _____ bags.
3. After the riot, nothing was in _____ place.
4. Every woman here must seat _____.
5. Some of my attire does not suit this formal event because I put _____ on in a hurry.
6. Some of my clothes do not suit this formal event because I put _____ on in a hurry.

Activity 2

Select the sentence from each pair that has correct pronoun-antecedent agreement:

1. a. The people in my colony have enroled their children in the local school.
b. The people in my colony have enroled his or her children in the local school.
2. a. My family is ready to be served their dinner.
b. My family is ready to be served its dinner.
3. a. The members of my family are ready to be served their soup.
b. The members of my family are ready to be served its soup.
4. a. The committee has decided to revise its decision.
b. The committee has decided to revise their decision.
5. a. Sierra Leone needs to make strict laws to protect their beaches.
b. Sierra Leone needs to make strict laws to protect its beaches.

Activity 3

Rewrite the following paragraph using correct pronoun-antecedent agreement:

Yesterday, I visited the dry cleaner's store where I had taken my dress for cleaning. The dress was hanging in their place. But it looked dirty. Their buttons also seemed to be out of its place. I asked the storeowner about these issue. He told me that their employees were on strike. That is why his store was struggling to meet their normal standards. He asked me to give him another day to rectify these mistake. I accepted their apology and told him that I would come to pick up the dress the next day.

Lesson Title: Reading Skills Development: Identifying Tone	Theme: Reading
Practice Activity: PHL2-L079	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of how to identify tone in a text.
2. Identify different ways a writer can use tone in a text.
3. Identify the tone of an unknown text.
4. Answer questions on a text.

Overview

An important skill in reading is to identify the 'tone' of a text. **Tone** is the expression and attitude that an author uses in writing.

Examples: sentimental, humorous, serious, formal

These are the functions of tone in writing:

- To give 'mood': Mood gives the reader a certain feeling when they read the text.
Examples: hopeful, optimistic, depressing
- To show the writer's attitude towards the theme
- To engage readers

There are 2 main types of tone writers use:

- Objective tone:
 - Used mostly in formal and essay writing
 - Used to state impartial and unbiased ideas
Example: In autumn, the leaves on trees change colour and fall.
- Subjective tone:
 - Used in informal writing and descriptive and narrative essays
 - Expresses the writer's personal views and opinion
Example: My mother was the kindest person I ever knew.

Some common examples of subjective tone are:

- Sentimental
Example: I cannot describe the feeling I had when my sister got married. I was definitely going to miss her.
- Nostalgic
Example: I visited the park where my cousins and I had spent many sunny afternoons.
- Serious
Example: Ms Kamara, my landlord, told me solemnly, 'You must vacate your house by the end of next month'.

- Hopeful
Example: I won the school-level 100-metre race! Perhaps I can now participate in a district-level race.
- Joyful
Example: The whole house looked cheerful, decorated with many festive candles and colourful flowers.
- Sarcastic/ironic
Example: My friend saw my rain-soaked dress and remarked, 'I suppose you could use a shower'.

Practice

Activity 1

Read the introduction and passage, then answer the comprehension questions.

Introduction: This text is from the autobiography of Helen Keller, a blind, deaf and mute woman who was born in 1880. She learned to read, write and express herself using sign language with the help of a teacher.

Excerpt from 'The Story of My Life'¹
by Helen Keller

The most important day of my life would undoubtedly be the one on which my teacher, Anne Mansfield Sullivan, came to me. It was the third of March 1887, three months before I turned seven years old. On the afternoon of that eventful day, I stood on the porch waiting eagerly, dumb and expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps.

The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held for me. Over the years, a lot of anger and bitterness had set in me because of my struggles. I felt approaching footsteps. I stretched out my hand as I was supposed to, to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came, she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word 'd-o-l-l'. I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for 'doll'. I did not

know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed, I learned to spell a great many words in this uncomprehending way, among them 'pin', 'hat' and 'cup' and a few verbs like 'sit', 'stand' and 'walk'. But my teacher had been with me several weeks before I understood that everything has a name.

Comprehension questions

1. Why is the day of Miss Sullivan's arrival important?
2. Read this line from the second paragraph: 'Over the years, a lot of anger and bitterness had set in me because of my struggles'. Which struggles is the author referring to?
3. What does the writer mean by 'who had come to reveal all things to me'?
4. Why did the teacher spell 'd-o-l-l' on the writer's hand?
5. Identify the figure of speech and the meaning of this sentence from the passage: 'My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring'.
6. Identify the tone in the following selections from the passage:
 - a. 'I did not know what the future held for me. Over the years, a lot of anger and bitterness had set in me because of my struggles'.
 - b. 'Running downstairs to my mother, I held up my hand and made the letters for "doll". I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation'.

Activity 2

Search in the passage to find a synonym (word with similar meaning) for each of the following words:

1. definitely
2. keenly
3. entered
4. arriving
5. enjoyment

Activity 3

Given below are words from the passage. Think of a synonym for each word:

1. eventful
2. vaguely
3. unusual
4. lingered
5. uncomprehending

¹'The Story of My Life' by Helen Keller (1903) is in the public domain.

Lesson Title: Reading Skills Development: Identifying Tone	Theme: Reading
Practice Activity: PHL2-L080	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of how to identify tone in a text.
2. Identify different ways a writer can use tone in a text.
3. Identify the tone of an unknown text.
4. Answer questions on a text.

Overview

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

Examples: sentimental, humorous, serious, formal

There are 2 main types of tone:

- **Objective tone**
 - Uses impersonal and formal language
 - Does not express the writer's personal opinions
 - States information, facts and evidence
 - Is used in expository essays, formal letters and reports and academic texts

Example: In autumn, the leaves on trees change colour and fall.
- **Subjective tone**
 - Is used in informal writing, descriptive and narrative essays
 - Expresses the writer's personal views and opinion

Example: My mother was the kindest person I ever knew.

The following are types of objective tone:

- Positive tone
Example: The new law to help women complete higher education has been welcomed enthusiastically.
- Negative tone
Example: Students have complained that they do not get enough revision time before examinations.
- Analytical tone
Example: An increase in the rural health camps in the past year has led to fewer people visiting the hospital in the city.
- Descriptive tone
Example: This car is equipped with air bags for safety.
- Formal tone
Example: Please note that the official time of the ceremony is 8 a.m.
- Critical tone
Example: The new health minister has done little to provide emergency medicines.

Practice

Activity 1

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

Formal Letter to the Editor¹

17, Adedeji Street
Freetown.
16th September, 2017

The Editor
Punch Newspapers
Freetown.

Dear Sir,

VANDALISM OF PUBLIC FACILITIES

I would first like to commend you on the outstanding work that your newspaper does in serving the citizens of our city. In that regard, I am writing to you about an issue that deeply concerns our city – the rampant vandalism of public facilities.

It is horrifying to see how people have the audacity to ruin public property, all the while stating that it is actually the government's property. Many of these vandals have no sense of ownership and responsibility for this city. An example is the increasing rate of vandalised petroleum, gas and water pipes. People need to wake up and realise that they are causing themselves inconvenience and misery.

Public toilets are also victims of these vandals. Not only is there obscene and inappropriate graffiti but also broken doors, flush tanks and sinks. The government has made public toilets for the convenience of its people and keeping in mind their health and hygiene. Public toilets are invaluable for homeless people who have nowhere else to go to excrete or clean themselves.

Lastly, people are careless when it comes to using potable water sources such as public taps. They either yank them loose or overturn the knobs, making them leak. This wastes a lot of water and consequently causes water shortage, too.

I suggest the following methods to keep a check on vandalism. Firstly, there should be vigilante groups to oversee the use of such facilities and report any incidents. Secondly, the government should provide SOS telephone numbers in these facilities for people to report vandals.

I request you to please take this problem into consideration for your next issue. I believe that creating awareness on this will help gather more citizens to prevent vandalism.

Yours faithfully,
Olukosi Babatunde

Comprehension questions

1. Why is the writer writing to the editor?
2. Read this sentence from the second paragraph: 'People need to wake up and realise that they are causing themselves inconvenience and misery'. What does it mean?
3. How do people ruin public water taps?
4. Why does the writer want this problem to be published in the newspaper?
5. What tone has the writer used through the third and fourth paragraphs of the letter? Give reasons for your answer.

Activity 2

Find synonyms for the following words from the passage:

1. commend
2. outstanding
3. rampant
4. audacity
5. oversee
6. yank

Activity 3

Read this sentence from the first paragraph of the letter: 'In that regard, I am writing to you about **an** issue that deeply concerns **our** city – the **rampant** vandalism of **public** facilities'.

Look at the words in **bold**:

1. Which are adjectives?
2. Which are determiners?

Activity 4

Identify the types of phrases given in **bold** in these sentences:

1. **Many of these vandals** have no **sense of ownership and responsibility** for this city.
2. In that regard, I **am writing** to you about an issue that deeply concerns our city.
3. Not only is there **obscene and inappropriate** graffiti but also broken doors, flush tanks and sinks.

¹ This passage is adapted from WAEC English Language Examination, 2008

Lesson Title: Article for Publication in a Newspaper or Magazine	Theme: Writing
Practice Activity: PHL2-L081	Class: SSS 2



Learning Outcomes

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

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

Overview

An **article for publication** is an article about a topic that the public would be interested in and is fit to be published in a newspaper or a magazine.

Here are the main features of an article for publication:

- It seeks to capture the reader's attention.
- It addresses an issue that is relevant to the reader or community.
- It uses facts and evidence to support statements or an opinion.
- It uses formal language when addressing an issue for a wider audience.
- Less formal language can be used if the audience is the school community.

The components of the outline of an article for publication are as follows:

- Title: Written in uppercase or title case (with the first letter of every important word in uppercase)
- Introductory paragraph: Introduces the reader to the main idea of the article and reactivates prior knowledge about the topic
 - Prior knowledge is what someone already knows about a topic
- Body: Consists of at least 3 paragraphs
 - Each paragraph has a main idea and supporting statements and details.
- Closing paragraph: Summarises the main ideas and writer's opinions.
- Subscript: The writer's name and designation
 - If the newspaper or magazine is national or international, then include the full address as well.

Practice

Use the following outline to finish planning your article on the topic 'Improving WASSCE examination scores in Sierra Leone'.

Title
Introductory Paragraph <ul style="list-style-type: none">• Main Idea of article• Introduction of new idea/connect to prior knowledge
Body <ul style="list-style-type: none">• Subtopic/Idea 1<ul style="list-style-type: none">- Detail 1• Subtopic/Idea 2<ul style="list-style-type: none">- Detail 2• Subtopic/Idea 3<ul style="list-style-type: none">- Detail 3
Closing <ul style="list-style-type: none">• Summary of main ideas• Closing ideas/opinion
Name Designation Address (for national and international publications).

Self-check questions

Check your outline with main ideas to see if you have included the following:

- A suitable title that contains the main idea of the article
- An introductory paragraph which introduces the topic of the article
- A body with at least 3 paragraphs
- Main details to support each paragraph
- A closing which summarises the main idea
- A subscript which includes your name and designation, and address, if needed

Lesson Title: Article for Publication in a Newspaper or Magazine	Theme: Writing
Practice Activity: PHL2-L082	Class: SSS 2



Learning Outcomes

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

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

Overview

An **article for publication** is an article about a topic that the public would be interested in and is fit to be published in a newspaper or a magazine.

Here are the main features of an article for publication:

- It seeks to capture the reader's attention.
- It addresses an issue that is relevant to the reader or community.
- It uses facts and evidence to support statements or an opinion.
- It uses formal language when addressing an issue for a wider audience.
(Less formal language can be used if the audience is the school community.)

The components of the outline of an article for publication are as follows:

- Title: Written in uppercase or title case (with the first letter of every important word in uppercase)
- Introductory paragraph: Introduces the reader to the main idea of the article and reactivates prior knowledge about the topic
 - Prior knowledge is what someone already knows about a topic
- Body: Consists of at least 3 paragraphs.
 - Each paragraph has a main idea and supporting statements and details.
- Closing paragraph: Summarises the main ideas and writer's opinions.
- Subscript: The writer's name and designation
 - If the newspaper or magazine is national or international, then include the full address as well.

These are the ways in which an introductory paragraph can start:

- With an anecdote or personal experience relevant to the topic
Example: The first time I sat WASSCE, I failed the examination and I was devastated.
- With facts or statistics to grab the reader's attention
Example: Did you know that more than 50 percent of pupils in Sierra Leone fail WASSCE the first time they sit it?

- With the main idea or topic sentence
Example: The failure rate of Sierra Leonean pupils at WASSCE is alarming.
- With a reference to another article or news story
Example: A recent article in the Concord Times compared WASSCE scores in the different participating countries.

Practice

Activity 1

Use your completed outline to finish writing your article for publication on the topic 'Improving WASSCE scores in Sierra Leone'. See example outline below.

Title: Sierra Leone Needs to Support Pupils to Improve WASSCE Scores
<p>Introductory Paragraph</p> <ul style="list-style-type: none"> • Main idea of article: Pupils in Sierra Leone need to improve their scores on the WASSCE. • Introduction of new idea/connect to prior knowledge: Young people in Sierra Leone perform poorly on WASSCE, and less than 50 percent pass the examination the first time they take it.
<p>Body</p> <ul style="list-style-type: none"> • Subtopic/Idea 1: Schools need to support pupils. <ul style="list-style-type: none"> - Detail 1: Pupils need more resources in the classroom to prepare for the examination. • Subtopic/Idea 2: Teachers need to prepare pupils better. <ul style="list-style-type: none"> - Detail 2: Teachers can offer extra classes or practice activities to better prepare pupils. • Subtopic/Idea 3: Pupils need to study more. <ul style="list-style-type: none"> - Detail 3: Pupils should work hard and take responsibility for their own success on WASSCE.
<p>Closing</p> <ul style="list-style-type: none"> • Summary of main ideas: Schools, teachers and pupils need to work together to improve pupils' WASSCE scores. • Closing ideas/opinion: More effective teaching and learning needs to take place.
<p>Name: Aminata Charles Designation: Sierra Leone Teacher's Union representative Address: 114, Wilkinson Road, Freetown.</p>

Self-check questions

Check your article to ensure that you have included the following:

- A title that contains the main idea
- An engaging and attention-grabbing introductory paragraph
- A body with at least 3 well-linked paragraphs
- Details to support your main ideas

- A closing with a suggestion, opinion or summary of main ideas
- A subscript with your name and designation, and address, if needed

Activity 2

Using the outline of an article for publication, write an article of about 450 words for your school magazine on the topic 'Introduce new pupils of SSS to the best activities and clubs at your school'.

Lesson Title: Comprehending a Listening Passage – Debate	Theme: Listening
Practice Activity: PHL2-L083	Class: SSS 2



Learning Outcomes

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

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

Overview

The WASSCE requires you to know how to write a speech for a debate. A **debate** is a formal discussion on a topic that is relevant to society, in which opposing arguments are put forward.

A **motion** is a statement that sets the topic for the debate. Speakers at a debate have to speak ‘for the motion’ (in favour of the motion), or ‘against the motion’.

The features of a speech for use in a debate are as follows:

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

Practice

Read the listening passage and answer comprehension questions on it.

Parents Should Allow Children to Choose their Careers¹

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Olukosi Adebayo and I stand before you today to talk for the motion: Parents should allow their children to choose their own careers.

It is pertinent to note that nowadays the majority of parents are choosing the careers of their children. They often do this for reasons that are advantageous and comforting to them rather than to their children. A good example is the desire of lawyers and accountants for their children to take up careers in the same fields. While children

may actually become successful in these careers, they have resentment against their parents for not allowing them to try their hand at a profession of their choice.

My opponent made a point that parents are more experienced and know their children better than we assume. That they are good judges of what their children need. I agree, but there is a flip side to this love and concern. Often, concerned parents want their children to choose safe career options which will ensure financial stability. To cast this anxiety for their child aside, parents force their children into a field which they themselves are familiar with so that they can guide them easily and provide professional connections. For example, a businessman will often insist that his child take up his business regardless of whether the child has an inclination and aptitude for business. The result of this is the failure of many ventures as the children lack the essential interest and personal connectivity required for that field.

Apart from this, letting children choose their own careers may help in the country's development. For a nation to progress, Mr Chairman, does it not need experts in a variety of fields such as environment, sport, literature, performing arts, event management and advertising? If we leave it up to parents to make all their children doctors, lawyers and accountants, where will our artists and thinkers come from? From where will Sierra Leone get its pioneers and inventors? Take the example of the late Afro-beat king *Fela Anikulapo Kuti*, whose parents wanted him to become a doctor. Fortunately, he switched to music once he went to London and he became a legend in the music industry.

I am not denying that children should take advice from their parents. But choosing a career should be based more on interest, skill level and aptitude rather than a safe bet. If mankind has achieved so many great feats in history, then a little encouragement and help given to a child in his or her field of interest can go a long way in ensuring success. Not to mention, it will pave the way for an everlasting healthy relationship between parents and children.

In conclusion, I hope you all agree that children should be allowed to choose their own careers.

Thank you.

Comprehension questions

1. According to the debate, why do parents choose their children's careers?
2. Which example does the writer use in the third paragraph to support his or her argument?
3. Why does the writer mention pioneers and inventors in the fourth paragraph?
4. What are the 3 main arguments that the writer uses to present his or her debate for the motion?
5. According to the writer, what can help a child succeed in their chosen career?
6. Read this sentence from the debate: 'Not to mention, it will **pave the way** for an everlasting healthy relationship between parents and children'.
 - a. Which literary device has been used in this sentence?

- b. What does the sentence mean?
7. Given below are words from the passage. Find synonyms (words with similar meanings) for them.
- a. pertinent
 - b. advantageous
 - c. resentment
 - d. insist
 - e. fortunately
 - f. feats
8. Given below are words from the passage. Find antonyms (words with opposite meaning) for each of them.
- a. for (the motion)
 - b. majority
 - c. experienced
 - d. failure
 - e. essential
 - f. fortunately
 - g. denying
 - h. healthy
 - i. personal
9. Identify the conjunctions and prepositions from the **bold** words in these sentences:
- a. 'To cast this anxiety for their child aside, parents force their children **into** a field which they themselves are familiar with so that they can guide them easily **and** provide professional connections'.
 - b. '**But** choosing a career should be based more **on** interest, skill level **and** aptitude rather than a safe bet'.

¹ This passage is adapted from WAEC English Language Examination, 2009.

Lesson Title: Debate	Theme: Writing
Practice Activity: PHL2-L084	Class: SSS 2



Learning Outcomes

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

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

Overview

The WASSCE requires you to know how to write a speech for use in a debate. A **debate** is a formal discussion on a topic that is relevant to society, in which opposing arguments are put forward.

A **motion** is a statement that sets the topic for the debate. Speakers at a debate have to speak ‘for the motion’ (in favour of the motion), or ‘against the motion’.

The features of a speech for use in a debate are as follows:

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

The main components of a speech are as follows:

- Introductory paragraph: Addresses the audience and states whether the speaker is for or against the motion
- Body: At least 3 paragraphs with 1 main idea in each
 - Include supporting statements, examples, facts and statistics to support the main argument of the paragraph.
- Closing paragraph: Summarises the main points and restates the speaker/writer’s point of view
- Thank you: Write/say ‘thank you’ at the end of the speech.

Practice

Activity 1

1. If you did not finish writing your speech in class, do so now.
2. Check your speech to ensure that you have included the following in your writing:
 - An introductory paragraph addressing the audience and stating your stance
 - At least 3 paragraphs with 1 main idea/argument in each
 - Facts, examples or reasons to support your main arguments in each paragraph
 - Counter-arguments to address the opponent's arguments
 - A closing paragraph with a summary of the main ideas
 - Correct spelling and grammar throughout your writing

Activity 2

Use the outline to organise your main ideas and write another debate for or against the motion: Wealth is the most important thing for happiness.

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

Lesson Title: Debate	Theme: Listening and Speaking
Practice Activity: PHL2-L085	Class: SSS 2



Learning Outcomes

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

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

Overview

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

The features of a speech for use in a debate are as follows:

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

The main components of a speech are as follows:

- Introductory paragraph: Addresses the audience and states whether the speaker is for or against the motion
- Body: At least 3 paragraphs with 1 main idea in each
 - Include supporting statements, examples, facts and statistics to support the main argument of the paragraph.
- Closing paragraph: Summarises the main points and reinstates the speaker/writer's point of view
- Thank you: Write/say 'thank you' at the end of the speech.

Here are the steps to prepare a counter-argument:

- Listen carefully to the opponent's arguments and make quick notes.
- Present facts, evidence or a logic to challenge their argument.

When participating in a debate, remember:

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

Practice

Activity 1

Read aloud the following example paragraphs on the motion: Parents should allow children to choose their careers.

Use appropriate intonation and tone. Speak with confidence and expression.

Introductory paragraph:

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Olukosi Adebayo and I stand before you today to talk for the motion: Parents should allow their children to choose their own careers.

A paragraph for the motion:

It is important to note that nowadays the majority of parents are choosing the careers of their children. They often do this for reasons that are advantageous and comforting to them rather than to their children. A good example is the desire of lawyers and accountants for their children to follow in their footsteps. While children may actually become successful in these careers, they have resentment against their parents for not allowing them to choose the profession of their choice.

A paragraph against the motion:

Firstly, I believe that parents know in which field their children can apply their skills best. For instance, many of you have praised my writing skills. I take pride in being able to present my opinions and arguments well. But it was my father who suggested that this skill could be productive if I decided to take up journalism. Thanks to his guidance, I feel less apprehensive about what to study at the university level.

A paragraph presenting a counter-argument when speaking against the motion:

My opponent presents a reasonable argument that children may resent their parents for choosing a career they do not like. However, parents would rather have you resent them than ruin your life. A child will grow up to understand the importance of a stable career and eventually thank their parents for the guidance.

Activity 2

1. Read the speech you wrote on the topic, 'Wealth is the most important thing for happiness' in the previous lesson.
2. Practise reading your speech aloud. Remember to read aloud with confidence and appropriate speed, expression and tone.
3. Ask your family or classmates for counter-arguments which they can use to challenge your arguments. Note down their main ideas in your exercise book.

Lesson Title: Debate	Theme: Listening and Speaking
Practice Activity: PHL2-L086	Class: SSS 2



Learning Outcomes

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

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

Overview

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

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

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

The main components of a speech are as follows:

- An introductory paragraph that addresses the audience and the panel members and also states the motion of the debate
- At least 3 paragraphs or arguments with evidence, facts and reasons to support them
- Any counter-arguments based on what the opponents said
- A closing paragraph summarising the main ideas and stating the speaker's stance again

Here are the steps to prepare a counter-argument:

- Listen carefully to the opponent's arguments and make quick notes.
- Present facts, evidence or logic to challenge their argument.

When participating in a debate, remember:

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

Practice

1. Use the following outline for a debate to prepare your main ideas for or against the motion: Rural life is better than urban life.

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

2. Write an introductory paragraph and at least 2 paragraphs to present arguments for your stance on the motion.
3. Practise reading these paragraphs aloud to others with appropriate speed, volume, expression and intonation.
4. Request your family or classmates to give their points of view and arguments to challenge your stance on the motion. Listen to them carefully and note down their counter-arguments.
5. Prepare a response to the counter-arguments, if needed, and respond to their arguments.

Lesson Title: Reading Comprehension – Academic Text (science)	Theme: Reading
Practice Activity: PHL2-L087	Class: SSS 2



Learning Outcomes

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

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

Overview

Reading an **academic text** is different from reading other texts. A science text will often present you, the reader, with many new and unfamiliar words. While reading, pay attention to the following:

- The main idea of the passage
- The main idea of every paragraph
- New words and context clues to understand their meaning
- Figurative language that helps to explain a concept
- Facts, figures and statistics that help to explain a concept

Remember, you can use methods such as skimming and scanning to answer comprehension questions on an academic text.

Practice

Activity 1

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

Neuroplasticity for a Sharper Brain

The field of neuroscience is always abuzz with interesting discoveries about the capabilities of the human brain. Neuroscientists, who study the nervous system and nerves, are currently interested in neuroplasticity, the ability of the brain to develop and reorganise neural connections over the course of a person's life. Nerve cells are called neurons. Neurons are connected to each other through neural connections. These neural connections are the pathways between neurons that help send a signal from one nerve to another in the human brain. All functions of the body have their own neural connections between organs and the brain.

Imagine that your body is a city. Your brain and the spinal cord are the electrical energy sources of the city which supply electricity – that is, signals – to the rest of the body. Your nerves are like thin fibres that run throughout your body, just like electrical wires, that connect different electric poles across a city. Now, when you are a toddler,

at some point, your mother must have taught you to say 'mummy' or 'ma'. When you started understanding that the word 'mummy' refers to your mother, a new neural pathway would have been formed in the brain, connecting the image of your mother to the word 'mummy'. Repeated practise of associating your mother with the word 'mummy' made that neural connection stronger over time. Now, you are unlikely to ever forget what 'mummy' means.

Scientists say that the more neural pathways one has in the brain, the more concepts and ideas they can learn and understand. Children and teenagers have the maximum number of neural networks since they are growing and developing. They constantly learn new information and concepts, and their brain is open to absorbing all this information. As a person becomes an adult, their brain filters out the neural connections being used the least and eliminates those pathways completely over time, if they are left unused. For example, if you have ever tried to learn a new language, you will find that you lose your fluency in that language unless you practise it regularly. That is because the neural connections in the brain that stored the information for that language have either become weak or have been eliminated.

The good news is that neuroplasticity allows one to reactivate and form new neural pathways. Understanding neuroplasticity can help people keep their brain sharp throughout their life. If you want to be someone who can always understand new ideas easily, learn new skills and have wider perspectives even in old age, you need to keep your neural pathways active. That is, you need to be mentally active. This can be done by acquiring and practising new skills throughout one's life. One can challenge the brain by solving complicated puzzles to improve their problem-solution abilities. For a wider social perspective, one could read about different communities and cultures. To keep one's reflexes quick, one could practise or pick up a new sport. The more the brain is made to engage in new tasks, the more it will develop and maintain many neural pathways. It is all about oiling and running the machine regularly.

Comprehension questions

Answer the following comprehension questions:

1. What is neuroplasticity?
2. Why do children and teenagers have the maximum number of neural connections?
3. Why do neural connections decrease in adulthood?
4. Why should a person be mentally active all their life?
5. How does the brain learn new concepts and ideas?
6. What tone has the writer mostly used throughout this passage?

Activity 2

Based on the information in the passage, identify whether these statements are true or false:

1. Neuroplasticity is the ability of the number of the neurons to increase in the brain.

2. Neural pathways help in transmitting signals from the brain to the rest of the body and back.
3. Adults have more experience and knowledge than teenagers, so they have more active neural connections in their brains.
4. One can broaden one's understanding of society by reading more about the world.
5. Communicating regularly in a new language can help people learn that language better.

Activity 3

The following are words from the passage. Find other words with similar meanings from the passage for each of them:

1. pathways
2. ideas
3. associating
4. capabilities

Activity 4

Identify the figures of speech in the following selections from the passage and explain their meanings:

1. 'Your nerves are like thin fibres that run throughout your body, just like electrical wires that connect different electric poles across a city'.
2. 'It is all about oiling and running the machine regularly'.

Activity 5

Read the following selection from the third paragraph and identify the type of phrases given below.

'As a person becomes an adult, their brain filters out the neural connections being used the least and eliminates those pathways completely over time, if they are left unused.'

1. the neural connections
2. being used the least
3. completely over time

Lesson Title: Reading Comprehension – News Article (economic development)	Theme: Reading
Practice Activity: PHL2-L088	Class: SSS 2



Learning Outcomes

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

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

Overview

Articles for publication often address social issues, such as economic development. Economic development usually includes economic growth.

Economic development is the development of a nation's industry, finances and living standards. Economic development can improve the quality of life of a community by creating more jobs or enabling people to make a better income by improving the way in which they do different economic activities. For example, improving farming practices so that farmers can grow more crops for sale or increasing exports so that materials produced in a country can be sold elsewhere for profit.

Vocabulary related to economic development includes:

- Empowerment: The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights
- Industry: A specific form of economic or commercial activity
- Economy: The wealth and resources of a country or region
- Infrastructure: The basic physical and organisational structures and facilities needed (examples: hospitals, roads, electricity)
- Small-scale: Involving a small number or small area
- Large-scale: Involving a large number or large area
- Manufacturing: To make something on a large scale using machinery
- Entrepreneur: A person who creates their own business
- Trade: To buy and sell goods or services
- Financial literacy: The ability to use knowledge and skills to manage financial resources effectively
- Livelihood: A means of supporting oneself, especially financially

Practice

Activity 1

Read the article on economic development and answer the comprehension questions on it.

Women in Agriculture

In most developing countries in Asia and Africa, agriculture is the mainstay of their economies. Agriculture is usually the easiest and most viable source of employment in rural areas as such places do not yet have the infrastructure to support large manufacturing units and industries. However, to use farming to boost the agricultural industry and the economy requires planning, small-scale industries and a lot of management. This is where Sierra Leone is currently lacking. The solution may lie in empowering women farmers.

Setting up multiple agro-businesses would require intricate professional networks, knowledge of business, management skills and some financial availability. Usually, farmers in rural areas are not highly educated and do not possess all these skills. But it is even tougher for women to set up crop- and produce-based businesses in Sierra Leone. Women, who account for about 70-80 percent of the labour involved in agriculture, are less educated and financially stable than men in Sierra Leone.

The need of the hour is a multi-pronged approach to break down the systemic barriers that keep women farmers from being successful. The most important areas for skill development for women are technical literacy, entrepreneurial skills, financial literacy and business and networking skills. Education programs in these areas could equip women to engage in business more confidently.

There is also the issue of old laws obstructing both women's empowerment and economic development. According to a news report in Sierra Leone Telegraph (2013), the laws of inheritance of property in Sierra Leone mostly favour men. This means that women hardly ever own land. Consequently, with no documentation to prove that they own the land they are working on, women find it hard to get licences and permissions for trade and business.

For the economy to grow, there needs to be an overhaul of the system that keeps gender inequality alive. Apart from education and law reforms, a change in cultural and social mindset would make it easier for women to be more mobile, step out of their communities and engage with others in their profession. As per a news article from the Sierra Leone Telegraph (2017), a relevant example is the Koinadugu Vegetable Women Farmers' Cooperative which is helping 750 farm families in the Koinadugu district. The project is aimed at increasing technical knowledge about farming, increasing incomes and giving the farmers a diverse set of skills for their livelihood. The project hopes to see an increase in the production of crops this year, resulting in increased trade and business opportunities in the near future.

Comprehension questions

1. According to the first paragraph, how can farming be used to boost the economy?
2. What are the main things needed to set up an agro-business?
3. What kinds of skills do women need in order to participate in agro-businesses?
4. How do laws prevent women from engaging in business and trade in agriculture?
5. Why is it important that society's mindset changes about women for the sake of the country's economic development?

Activity 2

For each of the questions, choose the correct answer from the multiple-choice options given:

1. Which tones has the writer used throughout the passage?
a. informal and critical b. formal and critical c. subjective and sentimental
2. What is the main idea and writer's purpose in this passage?
a. to explain why empowering women farmers will boost the agricultural economy
b. to justify why old laws that favour only men need to be changed immediately
c. to describe the positive impact of the Koinadugu Vegetable Women Farmers' Cooperative
3. What is the theme of this passage?
a. Feminism b. Agricultural development c. Education in poverty

Activity 3

Find a synonym (word with similar meaning) for each of these words taken from the passage:

1. mainstay
2. viable
3. entrepreneurial
4. empowerment
5. engage
6. technical knowledge
7. mindset
8. intricate

Activity 4

Find an antonym (word with opposite meaning) for each of these words taken from the passage:

1. developing countries
2. empower
3. stable
4. prospering
5. increasing
6. diverse
7. easier

Activity 5

Read the third paragraph of the article. Identify the phrasal verb and its meaning in the paragraph.

Lesson Title: Vocabulary Development: Cultures and Institutions	Theme: Reading
Practice Activity: PHL2-L089	Class: SSS 2



Learning Outcomes

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

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

Overview

The WASSCE tests your knowledge of general vocabulary. One of the areas tested is **culture and institutions**. When reading about culture and institutions, pay attention to and remember new words that you have learnt to help you understand a given text.

Culture is the beliefs, customs, rituals and social behaviours of a specific community or group of people. It can include things like language, religion, cuisine, social habits, music and arts. As people change so does culture because it is tied to our group identity.

An **institution** is an established law or practice accepted by a society. Its purpose is to provide a social structure to a society. Examples of institutions include the institution of marriage and tribal institutions.

Practice

Activity 1

Read the text on culture and institutions and answer the comprehension questions.

Ethics of Studying Communities

Modern-day anthropologists who study unique cultures, societies and their behaviours have to be extremely cautious in how they observe and describe the people of other communities. In anthropology, there is no room for judgment or reformation. That is, an anthropologist should not go to observe a community's social structure and norms, only to be critical of them and portray the culture in a poor light. Instead, they must go in with an open mind, accept the differences between the culture they are studying and what they themselves are familiar with and attempt to learn something new.

This concern surrounding the ethics of anthropological study stems from the work of a few colonial anthropologists over the past few centuries. Typically, Western imperialist countries such as Great Britain, France, Spain, Portugal and Holland sent their sociologists and anthropologists to study the cultures and social institutions of

their colonies in Africa, Asia and South America. These experts would often return with horrifying accounts of native rituals and practices that they had observed, presenting it all in a very primitive and barbarian way. At other times, they trivialised the significance of customs and festivals they witnessed. For instance, a colourful dance celebration after selecting a new chieftain in Sub-Saharan African tribes was laughed at and even imitated in a disrespectful way in the 19th century. Over time, this led to the stereotyping and biases that labelled many Eastern and African cultures as unsophisticated and outdated. This happened in spite of the fact that a chieftain's or community leader's verdicts were, and are still, valued and protected by many constitutions around the world.

With this history of anthropology, experts in the field now insist that researchers should observe unfamiliar cultures using the lens of a sincere student or an explorer. Rather than approach a community with prejudice, one should go deeper and understand the philosophy, morals and social ethics underlying the behaviours. While some researchers feel compelled to reform outdated social hierarchies that oppress some people, they need to be fair and just in the way they report their observations. A good example is the study of polyandry in some regions of Nepal, in Asia. While early researchers reported that these women with multiple husbands were victims of oppression, the latest research points out that many women from these communities actually feel empowered and secure in these relationships. Clearly, one cannot judge a book by its cover.

Comprehension questions

1. What does the writer mean by 'portray the culture in a poor light' in the first paragraph?
2. How did the experts from imperialist nations describe their observations of other cultures in their colonies?
3. In the third paragraph, what is the meaning of 'using the lens of a sincere student or explorer'?
4. In what way were the early researchers in Nepal wrong about the polyandry present in some parts of the country?

Activity 2

Select the correct answer from the 3 given options in each of these questions:

1. Which tones has the writer used throughout the passage?
a. informal and critical b. formal and nostalgic c. formal and critical
2. What is the writer's main purpose in this passage?
a. to convince readers that polyandry has benefited women in Nepal
b. to compare the old and new ethics of anthropologists
c. to prove that anthropologists are biased people

Activity 3

Identify the literary devices used in the following sentences from the passage.
Explain the meaning of the sentences.

1. With this history of anthropology, experts in the field now insist that researchers should observe unfamiliar cultures **using the lens of a sincere student or an explorer**.
2. Clearly, **one cannot judge a book by its cover**.

Activity 4

Given below are some words. Find a synonym (word with similar meaning) from the passage for each word.

1. practices
2. extraordinary
3. principles
4. prejudices
5. stories
6. old
7. many
8. ridiculed/made fun of

Lesson Title: Vocabulary Development: Cultures and Institutions	Theme: Writing
Practice Activity: PHL2-L090	Class: SSS 2



Learning Outcomes

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

1. Use general vocabulary associated with the field of culture and institutions.
2. Use context clues and inference to determine the meaning of unknown words in a text.
3. Write a text using appropriate vocabulary.

Overview

Culture is the beliefs, customs, rituals and social behaviours of a specific community or group of people. It can include things like language, religion, cuisine, social habits, music and arts. As people change so does culture because it is tied to our group identity.

An **institution** is an established law or practice accepted by a society. Its purpose is to provide a social structure to a society. Examples of institutions include the institution of marriage and tribal institutions.

The following list contains useful vocabulary from the previous lesson:

- Culture: The beliefs, customs, rituals and behaviours of a specific community or group of people
- Institution: An established law or practice accepted by a society
Examples: the institution of marriage; institutions of tribes
- Social: Related to society
- Norms: Accepted rules and practices
- Social institutions: Social practices and behaviours
- Chieftain: The head or chief of a tribe or community
- Native: Belonging to a particular place
- Festival: A celebration marking a special event or occasion
- Hierarchy: A system in which people are ranked in society by their wealth, family or status in society
- Polyandry: Marriages where women have more than one husband

The following are some more terms to familiarise you with the topic:

- Chieftaincy: The area or office overseen by a chief of a community
- Leader: The decision-maker and guide of a community
- Social affairs: Gatherings of people in a society on a special occasion or for a specific task
- Polygamy: A marriage in which a man has more than one wife
- Principles: Moral rules and beliefs of a person or a community

- Values: The collective beliefs of a community on what is morally good or bad
- System: A set of organisations or communities working together with some shared beliefs
- Family life: The domestic life after marriage and having children
- Social class: The hierarchy that people fall into in society
Example: high class or high income, middle class or middle income and low class or low income

Practice

Activity 1

Finish writing the informal letter to your friend in another country describing the culture and institutions of your community. You can use the outline below to help organise your ideas.

Outline of an Informal Letter

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

Activity 2

Write a sentence for each of the following words related to culture and institutions:

1. principles
2. values
3. system
4. family life
5. social class

Activity 3

Fill in the blanks in the following sentences with appropriate vocabulary from the word bank.

Word Bank

values	norms	domestic issues
native	institutions	social status

1. Regardless of one's _____, one should conduct oneself with dignity and some pride.
2. This is the criminal court; if you want to settle _____, then you will have to go to the family court.
3. Bad company can often lead you astray, but if you remember your _____, then you can choose to do the right things.
4. Education is one of the most important _____ if you want to see your country progress.
5. When you are in your neighbourhood, you can act as per your rules. But if you are going to someone else's community, you must behave as per their _____.
6. The _____ inhabitants of this island still follow their rituals as they did a hundred years ago.

Lesson Title: Descriptive Writing (culture, institutions and ceremonies)	Theme: Writing
Practice Activity: PHL2-L091	Class: SSS 2



Learning Outcomes

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

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

Overview

A **descriptive text** or essay is one that describes something in detail, such as a person, an object, a place, a concept or an experience.

The following are the main features of a descriptive essay:

- It describes someone, something, an event, an experience or an idea.
- It uses descriptive vocabulary to paint a picture in the reader's mind.
- It includes a variety of details about what is being described.
- It engages the reader's 5 senses.
- It employs literary devices and figurative language.

Practice

Use the following outline to finish organising your main ideas and descriptive words for your essay. You can choose to describe any ceremony you have seen.

Description of a Ceremony

See	
Hear	
Taste	
Touch	
Smell	
Types of details to include:	
<ul style="list-style-type: none"> • The people and their appearance • The decorations • The ceremonies and rituals • The food and the music 	

Self-check questions

After filling out your main ideas, check your outline to see if you have included:

- Descriptions for all 5 senses
- Adjectives to describe nouns such as people, the setting, the food and the mood
- Adverbs to describe activities
- Details of the ceremony and the rituals performed
- Appropriate vocabulary related to culture, institutions and ceremonies

Lesson Title: Descriptive Writing (culture, institutions and ceremonies)	Theme: Writing
Practice Activity: PHL2-L092	Class: SSS 2



Learning Outcomes

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

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

Overview

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

- It describes someone, something, an event, an experience, an idea or an action.
- It uses descriptive vocabulary to paint a picture in the reader's mind.
- It includes a variety of details about what is being described.
- It engages the reader's 5 senses.
- It employs literary devices and figurative language.

The main components of a descriptive essay are as follows:

- **Introductory paragraph:** Introduces the setting of the ceremony and people involved in it
- **Body:** At least 3 paragraphs to describe elements such as:
 - The people and their appearance
 - The decorations
 - The ceremonies and rituals
 - The food and music arrangements
- **Closing paragraph:** It can describe how the ceremony ended and the writer's feelings or emotions.

When writing your essay, remember that:

- Like with any 5-paragraph essay, you must connect all paragraphs in a logical or chronological order.
- You must remember to use adjectives to describe everything.

The following is an example **introductory paragraph**:

I could not believe, as I entered my cousin's glittering house, that it was her day of engagement. My parents were busy admiring the magnificent decorations and the twinkling lights, but I was travelling into the past, recalling how my cousin Ramatu and I used to do roleplays of our own engagements as little girls.

The following is an example of a paragraph in the **body** of the essay:

I saw Ramatu at last. She was wearing the same white dress that we all wear on auspicious occasions, but somehow, she was still glowing more than anyone else. Clearly, all the happiness inside her heart was showing in her appearance. I looked at her fiancé-to-be and he looked flustered. Our family had alarmed him by suddenly coming as a group of thirty people to shower blessings and affections on him. His six-foot frame looked timid and meek in the sea of people (figurative language).

The following is an example of a **closing paragraph**:

It took my father about an hour to tear me away from the hypnotic trance that all of us cousins were in. We were back in our childhood days, dancing away carelessly. I had even forgotten to sample the desserts that I had spotted earlier. But my cousin's sweet smile and happiness on seeing me, her best friend since childhood, easily made up for that.

Practice

Activity 1

1. Finish writing the descriptive essay to describe a ceremony in about 450-500 words, if you did not do so during the lesson.
2. Check your essay to ensure that you have included the following:
 - An appropriate title
 - An introductory paragraph that grabs the reader's attention
 - At least 3 paragraphs describing the things you saw, heard, smelt, tasted or touched
 - A closing paragraph
 - Adjectives and adjectival phrases to make your essay descriptive
 - Correct spelling and grammar
 - Linking expressions to connect sentences within paragraphs and to different paragraphs

Activity 2

Use the outline for a descriptive essay from the previous lesson to organise your ideas and write another essay describing the culture of your community or any institution, such as marriage and family life.

Lesson Title: Reading Comprehension – Literature	Theme: Reading
Practice Activity: PHL2-L093	Class: SSS 2



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

Literature is any written work that is considered to be excellent and superior in merit. Famous works in literature usually have interesting twists, and multiple messages and lessons that can be understood after reading them very carefully.

This lesson's short story, 'The Gift of The Magi', was written by the author O. Henry. He was an American author who was born in 1862 and is well known for many of his short stories and their interesting plots and twists.

Understanding the title: The Magi were three kings or wise men who visited Jesus just after his birth to give him very useful gifts. These gifts were called the Gift of Magi.

Practice

Activity 1

Read the following short story and answer the comprehension questions on it.

The Gift of the Magi (Part 1)¹

One dollar and eighty-seven cents. That was all. Pennies saved one and two at a time. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. There was clearly nothing to do but flop down on the **shabby** little couch and howl. So, Della did.

Meanwhile, take a look at the home. The small but cozy home of 'Mr James Dillingham Young'. Della stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling!

Suddenly, Della whirled from the window and stood before a mirror. Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds. **Rapidly**, she pulled down her hair and let it fall to its full length. Now, there were two **possessions** of the James Dillingham Youngs in which they both took a mighty pride. One was

Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Her beautiful hair fell about her, rippling and shining like a **cascade** of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly.

On went her old brown jacket; on went her old brown hat. With a brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street. Where she stopped, the sign read: 'Mme Sofronie. Hair Goods of All Kinds'. One flight up Della ran, and collected herself, panting.

'Will you buy my hair?' asked Della.

'I buy hair', said Madame. 'Take your hat off and let's have a sight at the looks of it'.

Down rippled the brown cascade.

'Twenty dollars', said Madame, lifting the mass with a practised hand.

'Give it to me quick', said Della.

Oh, and the next two hours went by so fast! She was **ransacking** the stores for Jim's present. She found it at last. It surely had been made for Jim and no one else. It was a platinum chain simple and chaste in design. As soon as she saw it, she knew that it must be Jim's. It was like him. Quietness and value – the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the eighty-seven cents. When Della reached home, she got out her curling irons and lighted the gas and went to work. Within forty minutes, her head was covered with tiny, close-lying curls that made her look wonderfully like a naughty schoolboy. She looked at her reflection in the mirror long, carefully and critically.

'If Jim doesn't kill me', she said to herself, 'before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do? Oh! what could I do with a dollar and eighty-seven cents?'

At 7 o'clock, the coffee was made and it was time for Jim to return home. Jim was never late. Della doubled the chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stairway and her face turned white for a moment. She whispered, 'Please God, make him think I am still pretty'.

Comprehension questions

1. How long had Della been saving money for Jim's Christmas present?
2. Read this line from the second paragraph: 'Della stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard'. How does the author use grey to set the tone for the story?
3. Why did Della do up her hair nervously and quickly before she left the house?
4. How did Della think Jim would react to her short hair?
5. Do you think it was easy for Della to sell her hair for money? Why or why not?

6. How has the author shown that Della really loved Jim?
7. What tone(s) has the author used throughout the story?
8. So far, based on the title, 'The Gift of the Magi', what do you think will happen next in the story?

Activity 2

Find synonyms for the following words taken from the passage:

1. shabby
2. rapidly
3. possessions
4. cascade
5. ransacking

Activity 3

Identify the literary devices used in the following sentences from the passage:

1. 'Her beautiful hair fell about her, **rippling and shining like a cascade of brown waters**'.
2. 'Down rippled the brown cascade'.

Activity 4

Explain the meaning of the following phrases and sentences from the passage:

1. Paragraph 3 – 'Her face had lost its colour'.
2. Paragraph 3 – 'One flight up Della ran, and **collected herself**, panting'.
3. Paragraph 5 – 'Her face turned white for a moment'.

Activity 5

Rewrite the following selection from the article in reported speech:

'Will you buy my hair?' asked Della.

'I buy hair', said Madame. 'Take your hat off and let's have a sight at the looks of it'.

'Twenty dollars', said Madame, lifting the mass with a practised hand.

'Give it to me quick', said Della.

¹'The Gift of the Magi' by O. Henry (1905) is in the public domain.

Lesson Title: Reading Comprehension – Literature	Theme: Reading
Practice Activity: PHL2-L094	Class: SSS 2



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

Literature is any written work that is considered to be excellent and superior in merit. Famous works in literature usually have interesting twists, and multiple messages and lessons that can be understood on reading them very carefully.

This lesson's short story, 'The Gift of The Magi', was written by the author O. Henry. He was an American author who was born in 1862 and is well known for many of his short stories and their interesting plots and twists.

In the previous lesson, you read the first part of the story. Today's lesson is focused on the second part of the story.

Understanding the title: The Magi were three kings or wise men who visited Jesus just after his birth to give him very useful gifts. These gifts were called the Gift of Magi.

Practice

Activity 1

Read the second half of the story and answer the comprehension questions on it.

The Gift of The Magi (Part 2)¹

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two – and to be burdened with a family! He needed a new overcoat and he was without gloves. Jim stopped inside the door. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

'Jim, darling', Della cried, 'don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again – you won't mind, will you? I just had to do it'.

'You've cut off your hair?' asked Jim.

'Cut it off and sold it', said Della. 'Don't you like me just as well, anyhow? I'm me without my hair, ain't I?'

Jim looked about the room curiously.

'You say your hair is gone?' he said, with an air almost of idiocy.

Jim drew a package from his overcoat pocket and threw it upon the table.

'Don't make any mistake, Dell', he said, 'about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first'.

She tore at the string and paper. And then an ecstatic scream of joy; and then, alas! A quick feminine change to hysterical tears and wails. For there lay The Combs – the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs with jewelled rims – just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them for the longest time. And now, they were hers, but the tresses were gone. But she hugged them to her bosom and said, 'My hair grows so fast, Jim!' And then Della leaped up like a little singed cat and cried, 'Oh, oh!'

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

'Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it'. Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled. 'Dell', said he, 'let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs'.

Comprehension questions

1. In the first paragraph, how does the author tell the reader that Jim was not rich?
2. Think about both parts of the story and explain why Jim actually had a 'peculiar expression' on his face.
3. Why did Della start with an ecstatic scream of joy and then suddenly get hysterical?
4. Did Della like the Christmas present Jim bought her? How can you tell?
5. What does the author mean by, 'The dull precious metal seemed to flash with a reflection of her bright and ardent spirit'?
6. What did Jim mean by 'They're too nice to use just at present'?
7. How has the author used irony in this story? What kind of irony is it?
8. What is the theme of the entire short story?

9. Did the ending of the story surprise or shock you? How did O. Henry build the story up to a point of shock or surprise?

Activity 2

Identify the literary devices in the following sentences from the story:

1. Paragraph 3 – ‘But if you’ll unwrap that package you may see why you **had me going a while** at first’.
2. Paragraph 4 – ‘And then **Della leaped up like a little singed cat** and cried, “Oh, oh!”’
3. Paragraph 5 – “Let’s put our Christmas presents away and keep ’em a while. **They’re too nice to use just at present**. I sold the watch to get the money to buy your combs”.

Activity 3

Find synonyms in the story for the words listed below:

1. jubilant
2. hair
3. burnt
4. extremely upset
5. longed
6. passionate
7. continuously
8. keenly
9. jumped

¹ ‘The Gift of the Magi’ by O. Henry (1905) is in the public domain.

Lesson Title: Emphatic Stress	Theme: Listening and Speaking
Practice Activity: PHL2-L095	Class: SSS 2



Learning Outcomes

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

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

Overview

Emphatic stress is the stress placed on words in a spoken sentence to draw the listener's attention to those words. Stress can be placed by:

- Speaking the stressed word more slowly than the other words.
- Speaking the stressed word louder than the other words.

There are different functions of emphatic stress:

- To introduce a new word or new terminology
Example: The science of identification is called **biometrics**.
- To ask a specific question
Example: Would you like to purchase **non-fat** milk?
- To highlight the more important words in one's speech
Example: It is not my sister that I am angry with; it is my **aunt**.

In sentences, usually some words are stressed while others are not:

- Nouns and verbs that contain the important information of a sentence usually have emphatic stress.
Example: I am **planning** a **holiday** to **Egypt**.
- Prepositions usually do not have emphatic stress.
Example: I am **walking** to the **market**.

The rules for stress are flexible. Speakers can choose which words to stress depending on the message they want to convey.

Examples:

- I want to purchase **non-fat** milk.
- The speaker is emphasising the kind of milk they want to purchase.
- I want to **purchase** non-fat milk.
- The speaker is emphasising that they want to purchase the non-fat milk, not borrow it or sample it.

Here is an example of how you can understand the question a speaker is answering by listening to where emphatic stress is placed:

- I want **red** roses from the flower shop.
- Possible question: Which colour roses do you want from the flower shop?

- I want red roses from the **flower** shop.
 - Possible question: From where do you want the red roses?
- I want red **roses** from the flower shop.
 - Possible question: Do you want red dahlias from the flower shop?

Practice

Activity 1

In the sentences below, the words with emphatic stress are **bold**. Choose the question that each sentence is answering:

1. In my research paper, I have **clearly** listed the benefits of yoga.
 - a. Have you mentioned the benefits of yoga in your research paper?
 - b. Where have you mentioned the benefits of yoga?
2. Pluto, the tiniest planet that belonged to our solar system, is **no longer** considered a part of our solar system.
 - a. Which solar system is Pluto considered to be a part of now?
 - b. Is Pluto still considered to be a part of our solar system?
3. The **air** in the tyres of my bicycle has come out.
 - a. From where has the air come out?
 - b. Has the chain of your bicycle come out?
4. Many people in my **neighbourhood** are inclined to vote for left-wing parties.
 - a. Are the people in your workplace inclined to vote for left-wing parties?
 - b. Which parties are the people in your neighbourhood inclined to vote for?
5. I made the mistake of drinking four cups of **coffee** today.
 - a. How many cups of coffee did you mistakenly drink today?
 - b. Did you mistakenly drink four cups of tea today?

Activity 2

Below are some questions and their answers. Identify the words in the answers that should be stressed based upon the questions they answer:

1. Question: Is there any specific field of science you are interested in?
Answer: Yes, I am interested in biochemistry.
2. Question: What time will your mother come to meet your teacher?
Answer: My mother will come to meet my teacher at 11 a.m.
3. Question: Which countries are part of Scandinavia?
Answer: Denmark, Norway and Sweden are part of Scandinavia.
4. Question: How did you feel when your first child was born?
Answer: I felt relieved and tired right after my first child was born.
5. Question: Are you more than six feet tall?
Answer: Yes, I am more than six feet tall.
6. Question: How should I mend this broken button on my shirt?
Answer: I suggest you use a needle and thread to stitch it back onto the shirt.

7. Questions: Which musician is performing at the concert?

Answer: Will Harding is performing at the concert.

Activity 3

The following is an excerpt from Winston Churchill's 'Never Give In' speech in 1941, when he was the Prime Minister of the United Kingdom and the country was fighting against Nazi Germany during World War II. Practise reading the speech aloud with correct emphatic stress.

Churchill's Speech¹

Almost a year has passed since I came down here at your Head Master's kind invitation in order to cheer myself and cheer the hearts of a few of my friends by singing some of our own songs. The ten months that have passed have seen very terrible catastrophic events in the world – ups and downs, misfortunes – but can anyone sitting here this afternoon, this October afternoon, not feel deeply thankful for what has happened in the time that has passed and for the very great improvement in the position of our country and of our home? Why, when I was here last time we were quite alone, desperately alone, and we had been so for five or six months. We were poorly armed. We are not so poorly armed today; but then we were very poorly armed. We had the unmeasured menace of the enemy and their air attack still beating upon us, and you yourselves had had experience of this attack; and I expect you are beginning to feel impatient that there has been this long lull with nothing particular turning up!

¹Churchill, W. (1941, October 29). *Never Give In, Never, Never, Never*. Speech presented in Harrow, UK. Retrieved from <https://www.nationalchurchillmuseum.org/never-give-in-never-never-never.html>

Lesson Title: Comprehending a Listening Passage – Identifying Mood, Tone and Purpose	Theme: Listening and Speaking
Practice Activity: PHL2-L096	Class: SSS 2



Learning Outcomes

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

1. Answer comprehension questions on an unseen prose.
2. Identify writer's mood, tone and purpose.
3. Summarise a listening text in your own words.
4. Use context clues to infer meaning of new words.

Overview

An important skill in reading is to identify the 'tone' of a text. **Tone** is the expression and attitude that an author uses in writing.

Examples: sentimental, humorous, serious, formal

The functions of tone in writing are:

- To develop 'mood': Mood gives the reader a certain feeling when they read the text.
Examples: hopeful, optimistic, depressing
- To show the writer's attitude towards the theme
- To engage readers

There are 2 main types of tone that writers use:

- Objective tone:
 - Used mostly in formal and essay writing
 - Used to state impartial and unbiased ideas
Example: In autumn, the leaves on trees change colour and fall.
- Subjective tone:
 - Used in informal writing and descriptive and narrative essays
 - Expresses the writer's personal views and opinions
Example: My mother was the kindest person I ever knew.

Authors use tone and mood to engage their readers in the story and to convey a message or main idea. This is called the purpose. Purpose may serve different functions:

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

Practice

Activity 1

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

Buddha Counsels a Mourning Mother

Gautama Buddha was a king in India who lived in the 5th century BC. When he was a young prince, he gave up his palace and life of luxury to live in the forest. He wanted to live with self-discipline, little money, simple clothes and a simple home. In the forest, he meditated a lot. After a few years, he achieved enlightenment, that is, the truth behind how to live happily and peacefully in spite of adverse circumstances. He would spend most of his time travelling through forests and villages.

When Buddha was on one of his journeys, the villagers from nearby came to visit this sage. They had all heard a lot about his simple but inspiring philosophies. Among them was a woman in despair, sobbing uncontrollably. She came to Buddha and put a two-year-old boy in front of him. Buddha immediately realised that the little boy was dead. However, he expressed no emotions to the crying woman. The woman told him that she had heard about his miracles and that she wanted him to bring her son back to life. She begged that Buddha help her as she was a widow as well. When the villagers nearby heard this, they were very moved by her story. Even they cried out to Buddha to help this woman. They folded their hands and touched his feet, and implored him to grant her wish.

Buddha, forever calm, told the woman he could bring her son back to life on one condition. She must return to her village and bring two spoons of sesame seeds from a home where no one had died. The woman left for her village immediately. She never even thought about the logic behind this method. And why would she? She only cared about seeing her little son in her arms again. For that, she was ready to face anything. The woman started her journey with a spark of renewed hope in her heart. She went from house to house asking for sesame seeds.

But she could find no such house. Somebody had died in every house. Some talked of how they had lost their parents, some had lost siblings and there were other widows who had lost their husbands too. Exhausted, the woman returned to Buddha. Looking hopeless, she told him that she had not been able to find any house where death had not occurred. 'Precisely', said Buddha. 'There is no house, no home, no family that has not seen death'. Buddha went on to tell the woman to find peace in accepting that her son had died, for there was no way to escape this truth.

Comprehension questions

1. What does enlightenment mean?
2. Do you think the woman was sure that Buddha could bring her son back to life? How do you know?

3. What was the real purpose behind Buddha's sending the widow in search of sesame seeds?
4. What did the woman find when she went in search of the sesame seeds?
5. What does the author mean by 'no way to escape this truth'?
6. Identify the phrasal verb in this sentence: 'When he was a young prince, he gave up his palace and life of luxury to live in the forest'.

Activity 2

Find synonyms for the following words from the passage:

1. luxury
2. sobbing
3. renewed
4. hopeless
5. precisely
6. implored
7. adverse

Activity 3

Find the antonyms for the following words from the passage:

1. young
2. precisely
3. exhausted
4. immediately
5. uncontrollably
6. despair
7. adverse

Activity 4

Practise reading the story aloud with appropriate tone, intonation and expression.

Answer Key

Lesson Title: Comprehending a Listening Passage – Giving Instructions
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Practice Activity: PHL2-L049

Activity 1

1. First aid is the medical help given to an injured person until a doctor or an ambulance arrives.
2. You should wash and clean the wound with soap and water, dab the wound dry and then wrap a bandage or gauze around it.
3. If someone has a massive bleed, have them lie down. Apply pressure to the wound and elevate it above the heart.
4. First-degree burns are minor burns that cause redness and some swelling in the skin.

Activity 2

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

Activity 3

1. competent, efficient at work
2. clean
3. small, insignificant
4. bandage
5. lasting for a long time
6. decreases
7. injury

Lesson Title: Sentence Stress

Practice Activity: PHL2-L050

Activity 1

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

Activity 2

1. dancing
2. 10 a.m.
3. disappointed, gloomy
4. yes, indeed
5. fundraiser
6. environmental

Activity 3

Example answer:

Every step of the **progress** of **mankind** is marked by the **discovery** and **use** of **natural resources** previously unused. Without such **progressive knowledge** and **utilisation of natural resources**, **population** could **not grow**, nor **industries multiply**, nor the **hidden wealth** of the **earth** be **developed** for the **benefit** of **mankind**.

From the **first beginnings** of civilisation, on the banks of the **Nile** and the **Euphrates**, the industrial progress of the world has gone on **slowly**, with **occasional** set-backs, but on the whole **steadily**, through tens of centuries to the present day.

It **never** does advance by **jumps**, gentlemen. It always goes **slowly**. There are **occasional** set-backs, but on the whole, it goes **steadily**.

Lesson Title: Types of Phrases

Practice Activity: PHL2-L051

Activity 1

1. the first prize
2. the 500-piece puzzle
3. this book our parents bought us
4. home after the match
5. urban areas

Activity 2

1. be able to
2. is not going
3. should have moved
4. will be performing
5. could have prevented

Activity 3

1. densely populated area
2. patiently nearby
3. quickly away
4. very late for school
5. with great skill

Activity 4

1. 24-carat gold
2. smarter than me
3. quite small but cheap
4. shiny little
5. semi-precious diamond

Activity 5

1. beside the kitchen
2. for me
3. on the right
4. on the table
5. Across the road

Activity 6

1. prepositional
2. verb
3. adjectival
4. adverbial
5. prepositional
6. adverbial
7. verb
8. noun
9. adjectival
10. noun

Lesson Title: Phrases – Noun Phrases and Adjectival Phrases
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Practice Activity: PHL2-L052

Activity 1

1. object complement
2. subject
3. object
4. subject complement
5. subject
6. subject complement
7. object
8. object complement

Activity 2

1. extremely tired
2. fairly difficult
3. scarier and scarier
4. bright purple
5. covered in sweat

Lesson Title: Figurative Language: Simile, Metaphor, Personification

Practice Activity: PHL2-L053

Activity 1

1. He offered the snake a bowl of milk and received a gold coin in return.
2. The snake had planned to make Lamin rich, but Lamin was greedy and tried to kill the snake in order to become rich faster so the snake punished him.
3. He flooded his fields and destroyed his crops.
4. Lamin learnt that it does not pay to be greedy. He regretted his actions and felt remorseful.
5. The snake was offended because Lamin struck him. This is an example of personification because the snake has human emotions.

Activity 2

Example answers:

1. Metaphor – Lamin directly compares the snake to an angel and a messenger sent by God without the use of ‘as’ or ‘like’.
2. Metaphor – The writer directly compares the snake’s body to an iron brick, to mean that the snake’s body was strong.
3. Simile – The writer compares the level of Lamin’s fear to a cornered rat with the use of ‘as’.
4. Metaphor – The snake is compared to a gold mine without the use of ‘as’ or ‘like’.
5. Personification – The human action, ‘grumble’, is given to an inanimate thing ‘clouds’.

Activity 3

1. simile
2. personification
3. metaphor
4. simile
5. metaphor
6. personification

Lesson Title: Figurative Language: Simile, Metaphor, Personification

Practice Activity: PHL2-L054

Activity 1

1. simile
2. personification
3. simile
4. metaphor
5. metaphor
6. simile
7. metaphor
8. simile
9. personification
10. personification

Activity 2

Example answers:

1. Timbo keeps whining. She is a crybaby.
2. Are you in a hurry? You were running as fast as a race horse.
3. The Internet can tell you anything. it is a warehouse of information.
4. The dust storm devoured anything that stood in its way.
5. You need to moisturise your skin. It is as rough as a rock.

Activity 3

Example text:

My house is located about 20 minutes off the main road, **in another world** (metaphor). It is very quiet around my house. Our home is **like paradise** (simile) – surrounded by lush shrubs and blooming wild flowers. Sometimes, the wind blows and **sends these guests into our home** (personification for wind; metaphor for flowers as guests). My great grandfather built this home and maintained it **like a loving parent** (simile). I think our **house knows that** (personification). In spite of its leaking walls and the crumbling roof, **it envelops us in its warm embrace** (personification) whenever we return.

Lesson Title: Reading Comprehension – Poetry

Practice Activity: PHL2-L055

Poem 1

1. The poet was lonely walking around but then he saw a field of daffodils and felt happiness because of the beauty of nature.
2. The daffodils were fluttering and dancing. This is an example of personification.
3. He compares the daffodils to stars. This is a simile because he uses the word ‘as’.

Poem 2

1. The poet writes about hope and how it never gives up.
2. She compares hope to a bird. This is a metaphor because she does not use ‘like’ or ‘as’.

3. Metaphor is the main figure of speech used in the stanza. The poet directly compares hope and gives hope the attributes of a bird (the thing with feathers).

Lesson Title: Phrases – Verb Phrases and Adverbial Phrases

Practice Activity: PHL2-L056

Activity 1

1. very carefully
2. in silence
3. well enough to get a job
4. very heavily
5. quickly enough

Activity 2

1. should have waited
2. can play
3. will be arriving
4. ought to have done
5. is writing

Activity 3

1. should have waited – verb phrase; patiently for the harvest – adverbial phrase
2. Fortunately for us – adverbial phrase; have completed – verb phrase
3. have been suspended – verb phrase; indefinitely from school – adverbial phrase
4. will take – verb phrase; really long time – adverbial phrase
5. must have seen – verb phrase; very often – adverbial phrase

Activity 4

Example answers:

1. Because of her age, grandma goes to church **very seldom**.
2. Children of today grow up **very quickly**.
3. The exercise was **extremely difficult** for the new pupil.
4. Joe usually comes to school **very late**.
5. It is good to eat **quite healthily**.

Lesson Title: Vocabulary Development: Prefixes

Practice Activity: PHL2-L057

Activity 1

1. independent
2. substandard
3. anticlockwise
4. irregular
5. illogical
6. postgraduate/undergraduate
7. impolite
8. outnumber
9. disembark
10. disapprove

Activity 2

1. Disclose – It is unprofessional to **disclose** classified information to uninvolved people.
2. Disconnect – Please **disconnect** the charger from the socket.
3. Misuse – There is an increase in the **misuse** of social media lately.
4. Misbehave – It is uncultured for children to **misbehave** in the presence of elders.
5. Misspell – Most people **misspell** the word 'embarrass'.
6. Misunderstand – Do not **misunderstand** the questions; take your time to read the instructions carefully.
7. Irresponsible – The drunk driver demonstrated very **irresponsible** behaviour.
8. Unwrap – Juliana is excited to **unwrap** the gift Sam gave to her.
9. Disengage – He decided to **disengage** from the group.
10. Disagree – Mr Cole and I **disagree** with the rest of the speakers.

Activity 3

1. non-smoking
2. demotivated
3. misleads
4. anticlockwise
5. postgraduate

Lesson Title: Vocabulary Development: Suffixes

Practice Activity: PHL2-L058

Activity 1

1. activity
2. argument
3. sadness
4. toothless/toothache
5. slowly
6. sunny
7. thankful
8. presentable
9. effective
10. useful

Activity 2

1. a. helpful b. sunny c. enjoyable d. famous e. useful f. comfortable g. dangerous
h. painful i. windy j. suitable
2. a. enjoyable b. helpful c. sunny d. suitable e. dangerous f. painful g. useful
h. famous i. comfortable j. windy

Lesson Title: Vocabulary Development: Science and Technology

Practice Activity: PHL2-L059

1. The writer means that diseases that had no cure in the past can now be cured with the aid of genetic modification.
2. 'Medical research' is an inquiry or examination to seek medical facts, principles and theories.
3. According to the passage, we could slow down the aging process of humans by increasing the neurons in the brain.
4. Two organs that could be transplanted are the heart and the kidneys.
5. 'Immune system' refers to the system that protects the body from foreign substances and organisms by producing immune response.
6. a. Diabetes: A group of metabolic disease whereby a person (or another animal) has high blood sugar due to an inability to produce, or inability to metabolise, sufficient quantities of the hormone insulin.
Example sentence: If you have diabetes you need to check your blood sugar.
- b. Sickle-cell anemia: A severe hereditary form of anemia in which matured hemoglobin distorts red blood cells into a crescent shape, causing the cells to become stuck in capillaries.
Example sentence: Sickle-cell anemia is a lifelong illness.
- c. Cancer: A disease in which the cells of a tissue undergo uncontrolled proliferation.
Example sentence: Cancer research is taking place at medical schools around the world.

Lesson Title: Vocabulary Development: Science and Technology

Practice Activity: PHL2-L060

Activity 1

1. research
2. artificial intelligence
3. computerised
4. Internet
5. electrical
6. experiments
7. industries
8. transplant

Activity 2

Example essay:

In 2070 the world will look nothing like it does now. The biggest advancement in science might be in the field of medicine. People may live up to 100 years and researchers may have found a cure for AIDS and many other diseases.

However, will the quality have improved at all? Technology has advantages, but it has invaded people's privacy and reduced people's communication skills. With more sophisticated technology to do the talking, humans may not engage in real conversations in person. Instead they may only interact through messages and videos without ever meeting face to face.

Technology is a double-sided coin. Industries are already shifting to using robots and customised machinery to do jobs that people used to do. This could mean that in the future, more people will work in creative sectors and the arts. After all, artificial intelligence cannot replace everything. On the other hand, technology replacing humans could make people sluggish and lazy. With self-driving cars and advanced video chatting, people may not have to move a muscle for most tasks. This could have health implications on mankind.

On the bright side, science could help make sustainable energy cheaper and more accessible to millions of people. Instead of using oil and coal, which are harmful to the environment, we could switch to solar, wind and hydro electricity. Marine biologists may find ways to clean the oceans of plastics. Environmentalists may finally have the solution to get rid of non-biodegradable waste. How 2070 will look can only depend on what man decides to do.

Lesson Title: Determiners (definite and indefinite articles – a, an, the)
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Practice Activity: PHL2-L061

Activity 1

1. The
2. many
3. some
4. much
5. some
6. any
7. those
8. an
9. every
10. These

Activity 2

1. a, the
2. a
3. the, the
4. a
5. an, the
6. an, the
7. the
8. the
9. the, a
10. the

Activity 3

1. a
2. Your, all, the
3. half, a
4. both, these
5. other, double, the

Lesson Title: Determiners vs Adjectives
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Practice Activity: PHL2-L062

Activity 1

1. determiner – an; adjectives – expensive, important
2. determiner – my; adjective – best
3. determiner – The; adjective – worse
4. determiner – a; adjectives – new, red
5. determiners – This, one, the, my; adjectives – most, important
6. determiner – my; adjective – red
7. determiner – these; adjectives – new, school
8. determiner – The; adjective – tall
9. determiners – Many, that
10. determiners – Which, these; adjective – green

Activity 2

1. determiners – All, four; adjectives – professional
2. determiner – An; adjective – sweet
3. determiner – Some; adjective – disgruntled
4. determiners – An, the; adjective – green
5. determiners – No, the; adjective – guilty
6. determiners – My, your; adjective – elder, eldest
7. determiner – The; adjective – peaceful
8. determiners – That, this; adjectives – stout, new
9. determiners – None, the, any, the; adjective – new
10. determiner – Few, the; adjective – strange

Lesson Title: Conditional Tense – Zero Conditional

Practice Activity: PHL2-L063

Activity 1

1. If she buys a uniform, she can play on the team. / She can play on the team if she buys a uniform.
2. If I wake up early, I exercise. / I exercise if I wake up early.
3. He visits his uncle when he is on holiday. / When he is on holiday, he visits his uncle.
4. Unless it stops raining, we cannot play outside. / We cannot play outside unless it stops raining.
5. When we ride our bicycles, we reach town faster. / We reach town faster when we ride our bicycles.

Activity 2

1. when
2. Unless
3. If
4. If/When
5. unless
6. If/When

Activity 3

Examples: if

- If there is thunder, there is also lightning.
- If you do not brush your teeth, you get cavities.
- You need medicine if you get malaria

Examples: when

- When the sun sets, the moon comes out.
- The match kicks off when the referee blows the whistle.
- When you steal, people do not respect you.

Examples: unless

- Unless we have tickets, we cannot board the bus.
- Unless I have milk, I cannot drink coffee.
- You cannot gain admission to university unless you pass your examinations.

Lesson Title: Conditional Tense – First Conditional
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Practice Activity: PHL2-L064

Activity 1

1. wait, will show
2. travels, will visit
3. forgets, will give
4. earns, will buy

5. study, will pass 6. see, will not sleep 7. agrees, will not pay 8. comes, will be
9. answer, will not leave 10. pass, will not buy

Activity 2

1. will be 2. do not 3. will go 4. do not study 5. will not buy 6. asks 7. if I get
8. will you do

Activity 3

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

Lesson Title: Figurative Language: Irony

Practice Activity: PHL2-L065

Paragraph 1

1. Sayida and Wahid had planned to go on a picnic during their summer vacation because they had been looking forward to spending some time outside – a peaceful lunch and bicycle riding.
2. The picnic spot was under an old oak tree.
3. Sayida’s statement expresses verbal irony. What was expected to be a nice, sunny day turned out to be a rainy day.
4. Wahid was shocked when he opened the lunchbox because he never expected it to be filled with ants. He expected to have an enjoyable lunch.
5. Wahid’s shock expressed situational irony. This is because Wahid expected to have a fresh lunch but unfortunately, he found the lunchbox filled with ants.

Paragraph 2

6. The toothpaste in the bathroom needed to be replaced because the contents of the old tube were finished.
7. The speaker realised that he had mistakenly replaced the old tube of toothpaste with a tube of mosquito repellent when he woke up the next morning to the shriek of his sister.
8. The speaker’s sister was shrieking because she accidentally brushed her teeth with the mosquito repellent thinking it was toothpaste.

Paragraph 3

9. Marie Curie was a physicist and chemist who won the Nobel Prize because of her research and theory of radioactivity. Her discoveries were the elements radium and polonium. She also discovered that radioactivity has adverse effects on people’s health.
10. Marie Curie’s death was ironic because she died of radiation, a discovery she made, that has an adverse effect on people’s health.

Lesson Title: Figurative Language: Irony

Practice Activity: PHL2-L066

Activity 1

Example outline:

My Birthday Celebration

- a. Introductory paragraph:
- Introduce characters and setting: All six of my cousins came together at my house for my birthday celebration.
- b. Body:
- Develop characters and setting: We were dancing. They decided to do a special routine in which they lift the birthday girl above their shoulders. They wanted me to enjoy my party immensely.
 - Irony
 - Build up to something that is expected: My two strongest cousins placed me on a chair and hoisted me up above their shoulders. The other four helped them balance the chair.
 - Introduce the twist, challenge or the unexpected event: In all the fun and cheer, I started dancing to the music in my chair. The old chair broke. I fell down, sprained my ankle and bruised my knees. (situational irony)
 - Another type of irony: “‘What a wonderful way for me to celebrate my birthday”, I said, sitting immobile on a chair in a corner’. (verbal irony)
- c. Closing paragraph: We then decided to play games that I could play while sitting.

Activity 2

Personal narrative example:

My Recent Birthday Celebration

I usually spend my birthday with my immediate family and grandparents. However, this year, my mother’s sisters came to town as well, and after eight long years, all six of us cousins were together. So, we decided to have a party for my birthday.

The celebrations began the day before my birthday because this was also a reunion. There was cheer all around the house. On the evening of my birthday, there was music, dancing and games. My mother and my aunts had prepared a lovely feast. My two eldest cousin brothers were very excited and decided to lift me up on their shoulders on a chair, something we had seen our aunts and uncles do when we were younger. I could not wait to fly high. In my haste, I selected a rickety old chair from the corner, sat on it and demanded that they pick me up right away. They did. My younger sister started playing my favourite song on the stereo system. The next thing I knew, I was dancing on the chair, six feet above the ground. In all that clapping and thudding, nobody heard the chair’s legs give way. The next moment, I found myself on the floor, with a very painful ankle and a bruised knee. So much for feeling special on your birthday! (**situational irony**)

Anyway, we decided to laugh the incident off. I sat in the corner for the rest of the party letting my ankle rest. The family was kind enough to switch to games that I could play while sitting. ‘Well, is this not just the perfect way for a birthday girl to celebrate!’ I remarked (**verbal irony**). But my mother pointed out that I was still blessed, as I had all my loved ones around just for my special day.

Activity 3

Example outline:

My Son's Welcome Party

- a. Introductory paragraph:
 - Introduce characters and setting: My son had received a wonderful promotion at work that day. All friends and family were invited for a little surprise celebration for Kabba in the evening. I had even converted the guest room to a study room where he could work from home, whenever needed.
- b. Body:
 - Develop characters and setting: Everyone was happy that my son Kabba was doing so well at work. I could not wait for him to see his new room containing his favourite books and a large wooden desk.
 - Irony:
 - Build up to something that is expected: When he arrived, we surprised him with a welcome celebration. I took him to his new room.
 - Introduce the twist, challenge or the unexpected event: My son told me that he had been promoted to a position that would take him to South Africa for three years. (situational irony)
 - Another type of irony: I was happy for him but very sad that he was going to live elsewhere and that I had spent so much money on his study room. 'Well, looks like everything turned out perfectly for everyone', I said. (verbal irony)
- c. Closing paragraph: We decided to break the news to everyone.

Activity 4

1. Verbal irony – Your car is as clean as the garbage bin on our street.
2. Situational irony – I read my English teacher's letter and found that it contained several spelling mistakes.
3. Dramatic irony – The hungry baby reached for the bottle of milk kept on the table. However, the milk bottle was open. As soon as the baby grabbed it, the milk spilled all over the floor and there was none left for the baby.
4. Situational irony – Amie wanted to surprise her mother on her birthday. She decided to bake a cake for the very first time in her life. However, as she was baking, she made a complete mess of the kitchen. When her mother returned home, she had to spend an hour cleaning it.
5. Verbal irony – I think you are as kind to people as a hungry tiger is to a herd of deer.
6. Dramatic irony – Musa's phone was not working. He decided to walk to his friend's house to tell him about the change in dinner plans. Meanwhile, his friend was driving to Musa's house. Upon reaching his friend's house, Musa was disappointed to find that it was locked from the outside.

Lesson Title: Reading Skills Development: Identifying Theme – Fable

Practice Activity: PHL2-L067

Example answers:

1. The Lion in Love:
 - Deceit: There is a theme of deceit in the fable. The woodcutter tricked the lion to allow him to extract his teeth and cut off his claws before he could allow the lion to marry his daughter. Although the lion kept his part of the deal, the woodcutter had deceived him and chased him away.

- Love: The theme of love is shown in the fable when the lion agrees to sacrifice his teeth and claws to marry the woodcutter's daughter.
- Wisdom: The theme of wisdom is demonstrated by the woodcutter. In order to get rid of the lion, the woodcutter used his wisdom to trick the lion to extract his teeth and cut off his claws, making the lion harmless.

2. The Grasshopper:

- Misplaced priority: The theme of misplaced priority is shown by the grasshopper. He was busy making music while the ants were busy storing food for the winter; as a result, he had to beg for food.
- Greed: The theme of greed is shown when the ants turned down the grasshopper's request. They refused to share their food with him.

Lesson Title: Paragraphs – Topic Sentence and Supporting Sentences

Practice Activity: PHL2-L068

Activity 1

1. Supporting sentence 1: For pupils, pursuing extra activities in school is a way for them to recognise and build on their talents.
Supporting sentence 2: Through functions and other events in school, pupils learn to work with other people with coordination and cooperation.
2. Supporting sentence 1: Make sure that all the ingredients are ready to cook and vegetables are peeled and chopped.
Supporting sentence 2: Start cooking the vegetables as per the instructions in the recipe so as not to overcook or undercook anything.
3. Supporting sentence 1: Citizens are the actual cause of the litter and garbage on the streets.
Supporting sentence 2: The municipality may clean up after a complaint, but soon enough, more residents will come and dirty the streets.
4. Supporting sentence 1: While proteins are the building blocks of a body, carbohydrates and fats keep the organs functioning normally.
Supporting sentence 2: A variety of minerals and vitamins are available in green vegetables and fresh fruits which need to be consumed daily.

Activity 2

1. Pupils report that it can be both exciting and intimidating to study abroad in a new country.
2. Physicians are always debating whether it is more beneficial to exercise in a gymnasium or through sports.
3. The new car, Vega 33X, sounds promising both for families as well as adventurers.
4. Research reveals that pupils may actually need a longer lunch break in schools.

Lesson Title: Speech

Practice Activity: PHL2-L069

Example outline:

Introduction

- Vocatives: Fellow pupils, faculty and our esteemed Principal, thank you for joining us today.
- Attention-grabbing statement: Imagine a football club for football fans after school, an active debate society to communicate all our perspectives, a dance class for budding dancers. Everything you all want.
- Thesis statement: These are just some of the reasons why I should be elected class prefect.
- Explanation of why the audience should listen to you: Let me enumerate the many reasons I am perfect for this role.
- Summary of main points: I have previous experience from JSS. I already lead a club and am a participant in many activities at school.

Body – at least 3 paragraphs

- Point 1: I am experienced
 - Detail: I was class prefect in JSS.
 - Detail: My class fellows remember that time very fondly.
- Point 2: I am an active participant in school activities.
 - Detail: I am the leader of the debate society.
 - Detail: I am on the football team and also play the keyboard in the band.
- Point 3: I am a team worker and a good listener.
 - Detail: I hope to address your issues and work with you.
 - Detail: I am always available for my fellow pupils if they should need me.

Closing statement

- Transition (for example, 'In conclusion ...): As you can see, I am a good fit for this appointment.
- Restatement of thesis: I am keen to be a hardworking and innovative prefect.
- Summary of main points: I come with both experience and skills.
- Thank audience: I am grateful that you gave me a chance to justify my candidacy. I am looking forward to meeting you all during the election!

Lesson Title: Speech**Practice Activity:** PHL2-L070**Activity 1**

See example speech, 'Why I Should be Elected', in the Overview.

Activity 2

Example outline:

Introduction

- Vocatives: Greetings, fellow pupils and dear friends ...
- Attention-grabbing statement: I first met Sheku when he was just about four feet tall and loved hiding everybody's pencils.
- Thesis statement: Today, as he leaves us to go to another school, I am reminded of the ways in which he is the same and yet so different.
- Explanation of why audience should listen to you: Sheku has many friends in this class who will miss him dearly. Let us go down memory lane a little bit.

- Summary of main points: Sheku always set an excellent example of what a friend and class fellow should be: approachable and supportive.

Body – at least 3 paragraphs

- Point 1: Sheku was actually my afterschool Maths tutor in JSS.
 - Detail: I was having some difficulty in Maths and Sheku spent hours polishing my algebra.
 - Detail: He always ready to help everyone else as well.
- Point 2: He was an active participant in school.
 - Detail: Last year, he was a member of 3 clubs.
 - Detail: He has so many talents that every club and society wanted him to join them.
- Point 3: He is going to another school with better sports facilities.
 - Detail: We wish him the best in his endeavours.
 - Detail: We hope you get the sports scholarship.

Closing statement

- Transition (for example, 'In conclusion ...): We hope you come visit us regularly and keep in touch.
- Restatement of thesis: Sheku, we will miss you a lot! But everyone must go on their own path.
- Thank audience: Goodbye, Sheku! I will now allow other fellow pupils to say their goodbyes to you!

Lesson Title: Intonation – Rising Pattern and Falling Pattern

Practice Activity: PHL2-L071

Activity 1

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

Activity 2

- a. falling b. falling c. rising d. falling e. falling f. falling g. rising h. rising i. falling
j. falling k. falling l. rising m. rising n. falling o. falling p. falling q. falling r. falling

Lesson Title: Intonation – Rising Pattern and Falling Pattern

Practice Activity: PHL2-L072

Activity 2

1. The aunt was trying to stop the boy from making noise or causing problems.
2. No, the bachelor did not know anyone else in the carriage.
3. The aunt wanted to distract the boy from smacking the cushions full of dust.
4. The aunt wanted the boy to stop asking questions about the sheep and the grass.

Activity 3

1. sultry 2. remarks 3. smacking 4. reluctantly

Lesson Title: Idioms and Phrasal Verbs
Practice Activity: PHL2-L073

Activity 1

1. The writer means that he or she did everything they could to convince Jebeh that her teacher was not as evil as she thought she was.
2. Jebeh would demand that someone buy her an extra pencil because the teacher needed everyone to bring a certain number of pencils.
3. 'Two birds' refers to 'two goals'. 'One stone' refers to Jebeh's mother's idea to go meet her teacher. The first goal of Jebeh's mother was to get updated on Jebeh's progress in class. The second goal was to show Jebeh that her teacher was kind. She could accomplish both by doing one thing: visiting the teacher.
4. The writer means that he or she expected Jebeh's anxiety to decrease but it had not.
5. Jebeh saw that her teacher had good things to say about her to her mother. Also, she seemed very warm and friendly while talking to her mother.

Activity 2

1. to a great extent; very
2. fit
3. wicked/unfriendly
4. stated
5. chatty
6. amicable

Activity 3

1. 'To dwell on' means to think about something a lot.
Example sentence: I was dwelling on how to solve the Maths problem all night.
2. 'To die down' means to decrease in intensity.
Example sentence: She thought the rumour about her would die down, but it only spread further.
3. 'To fill in' means to update someone.
Example sentence: The manager filled in the new employee on the office rules.

Activity 4

1. 'To leave no stone unturned' means to do everything one can do.
Example sentence: I left no stone unturned when trying to find a job.
2. 'To kill two birds with one stone' means to achieve two goals through one action.
Example sentence: I bought my soap from a local shop, killing two birds with a stone: First, I found my favourite soap, and second, I contributed to a small business.
3. 'A storm in a teacup' means drama over a small matter.
Example sentence: Why are you crying about losing one sock? It is only a storm in a teacup.

Lesson Title: Idioms and Phrasal Verbs
Practice Activity: PHL2-L074

Activity 1

When I was in college, I felt that I needed more pocket money. While we were talking, I **brought up** the lack of money to my mother. I told her how I had been borrowing money for basic meals. She thought **it was just a cock and bull story**. She even asked me why I did not **save for a rainy day**. I soon realised that it was difficult to convince her to give me more money. I **gave up**. A month later, I fell terribly sick. The hostel warden had to call my mother to pick me up and take me home. My mother found out that I had not had money to buy medicines. She felt very guilty and **ate her words**. I forgave my mother immediately and told

her **we should let bygones be bygones**. It was no use **crying over spilt milk**. I had hoped that this would make her feel less guilty; however, I found that the memory of this incident did not **die down**, even after several years.

Activity 2

Example sentences:

1. I am going to **drop out** of our weekly guitar practice because I am committed to basketball now.
2. Abdul worked very hard because he did not want to **end up** like his lazy uncle.
3. It was very hard for me to follow the conversation between the two scientists; I could hardly **keep up with them**.
4. I have learnt a new magic trick and I hope I can **pull it off** at the party tonight.

Activity 3

Example sentences:

1. Long-term investments and fixed deposits help **save for a rainy day**.
2. Your excuse for coming late because of an earthquake is **a cock and bull story**.
3. The bride wanted to back out of the wedding **at the eleventh hour** because she was so nervous.
4. Politicians often take small matters and **make mountains out of molehills** to get attention from people.

Lesson Title: Direct Speech
Practice Activity: PHL2-L075

Activity 1

1. He said that he wanted a cup of tea.
2. Brima said that it gave her great pleasure to see them all.
3. My mother says that life is like a box of chocolates.
4. In his inaugural speech, the director exclaimed that the play would be a hit.
5. Your sister said that the idea was hers.
6. Sheku said that he had been waiting for me for 2 hours.
7. Jussu told us to find the postman.
8. Mahmadu said that his mother had arrived at 2 p.m. on Sunday.
9. Anita said that they would sell those grapes in the market.
10. Sabatu said that he loved eating cakes.

Activity 2

1. Ramatu said that I had always been her friend.
2. Tenneh said that she would not tolerate that any longer.
3. Babah said that he wished he had worked hard twenty years ago.
4. My younger brother said that he had become a big boy.
5. The shopkeeper says that they sell linen items.

Activity 3

1. He said that he worked in engineering.
2. My teacher told me that I was late to school.
3. You said that you would buy those apples and bananas.
4. He replied that he had been reading a book.
5. My mother remarked that I had eaten my milk and cereal.

Lesson Title: Indirect Speech
Practice Activity: PHL2-L076

Activity 1

1. He asked me if I was reading a book.
2. My friend asked me what my plans were that night.
3. The politician said that they are going to build new universities in Freetown in the coming 2 years.
4. My mother asked me whether I wanted some soup or not.
5. The teacher said that I should use an ink pen or a gel pen to improve my handwriting.
6. My father asked if that blanket is made of wool.
7. My sister said that Africa is to the west of Asia.
8. He suggested that we go dancing tonight.
9. Abu exclaimed that I am so talented.
10. The man checking our movie tickets asked if we were adults yet.

Activity 2

It was a beautiful morning yesterday. Kai suggested that we go for a walk in the park that day. I asked him if he did not have to go to office that day.

He said that he did not have to. His office had been under renovations since the previous day. They had been told to stay at home for the next/coming three days.

I remarked that Kai was very lucky. I asked him if he still had to work from home.

Kai replied that sadly he had to.

Activity 3

1. He asked who was there.
2. I said that the next day, I would go to the pharmacy.
3. My friend asked me if I was going with them.
4. My teacher said that about 70 percent of the earth is made of water.
5. He said that five years earlier, he did not know what career to choose.

Lesson Title: Concord – Subject-Verb Agreement
Practice Activity: PHL2-L077

Activity 1

1. a. 2. a. 3. b. 4. a. 5. a. 6. b.

Activity 2

1. are 2. is 3. are 4. like 5. are 6. look 7. knows/know 8. harm

Activity 3

My husband and I **are** friends with a popular musician, Hassan. He is part of a band that always **invites** us to their shows. Sometimes one of his friends gives us free tickets to their concerts and shows. When we **attend** these shows, my husband and I **are** assigned seats right at the front. Sometimes Hassan and the other members of the band also **call** us backstage. My husband **likes** to admire all their fancy instruments, especially the guitars. One of the guitars **is** actually made of steel and **produces** a unique sound.

Lesson Title: Concord – Subject-Verb Agreement

Practice Activity: PHL2-L078

Activity 1

1. their
2. their
3. its
4. herself
5. it
6. them

Activity 2

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

Activity 3

Yesterday, I visited the dry cleaner's store where I had taken my dress for cleaning. The dress was hanging in **its** place. But it looked dirty. **Its** buttons also seemed to be out of **their** place. I asked the storeowner about **this** issue. He told me that **his** employees were on strike. That is why his store was struggling to meet **its** normal standards. He asked me to give him another day to rectify **this** mistake. I accepted **his** apology and told him that I would come to pick up the dress the next day.

Lesson Title: Reading Skills Development: Identifying Tone

Practice Activity: PHL2-L079

Activity 1

1. The day of Miss Sullivan's arrival is important because she is the author's new teacher.
2. The author is referring to being blind, deaf and mute.
3. The writer means that the teacher had come to teach her many things about the world.
4. The teacher wanted to show the writer that the thing she was playing with was referred to as 'd-o-l-l' in sign language.
5. Personification is used in this passage: It means that the leaves and flowers had blossomed in time for spring
6. Example answers:
 - a. anxious; sad
 - b. excited; happy

Activity 2

1. undoubtedly
2. eagerly
3. penetrated
4. approaching
5. pleasure

Activity 3

Example answers:

1. busy
2. roughly
3. extraordinary
4. stayed
5. without understanding

Lesson Title: Reading Skills Development: Identifying Tone

Practice Activity: PHL2-L080

Activity 1

1. The writer is writing to discuss the issue of vandalism and to get the letter published in the newspaper.
2. The writer is saying that people who vandalise property do not realise that these things and spaces are for their own benefit.
3. People pull on water taps and make them leak.
4. The writer wants to raise awareness about vandalism and get more people to help prevent such incidents.

5. The writer has used a negative tone. He or she talks about how vandalism causes problems for all citizens.

Activity 2

1. praise 2. excellent 3. frequent 4. boldness 5. supervise 6. pull

Activity 3

1. rampant, public 2. an, our

Activity 4

1. Many of these vandals – noun phrase; sense of ownership and responsibility – noun phrase
2. am writing – verb phrase
3. obscene and inappropriate – adjectival phrase

Lesson Title: Article for Publication in a Newspaper or Magazine

Practice Activity: PHL2-L081

Example outline:

Title: Sierra Leone Needs to Support Pupils to Improve WASSCE Scores
Introductory Paragraph
<ul style="list-style-type: none"> • Main idea of article: Pupils in Sierra Leone need to improve their scores on the WASSCE • Introduction of new idea/connect to prior knowledge: Young people in Sierra Leone perform poorly on WASSCE: less than 50% pass the examination the first time they take it.
Body
<ul style="list-style-type: none"> • Subtopic/Idea 1: Schools need to support pupils <ul style="list-style-type: none"> - Detail 1: Pupils need more resources in the classroom to prepare for the examination • Subtopic/Idea 2: Teachers need to prepare pupils better <ul style="list-style-type: none"> - Detail 2: Teachers can offer extra classes or practice activities to better prepare pupils • Subtopic/Idea 3: Pupils need to study more <ul style="list-style-type: none"> - Detail 3: Pupils should work hard and take responsibility for their own success on the WASSCE
Closing
<ul style="list-style-type: none"> • Summary of main ideas: Schools, teachers and pupils need to work together to improve pupils' WASSCE scores. • Closing ideas/opinion: More effective teaching and learning needs to take place
Name: Aminata Charles
Designation: Sierra Leone Teacher's Union representative
Address: 114, Wilkinson Road, Freetown.

Lesson Title: Article for Publication in a Newspaper or Magazine

Practice Activity: PHL2-L082

Activity 1

Sierra Leone Needs to Support Pupils to Improve WASSCE Scores

In 1989, when I was a pupil myself, I first sat for the WASSCE examination. I remember sitting the exam and forgetting about it for the next few weeks while I celebrated my summer vacations with my family. That celebration was soon over when I found out that I had failed

the examination. I was devastated. Thereon, I worked extremely hard to prepare for the next WASSCE examination, and I am proud to say that I performed well. Soon, I became a teacher. In all that time, I have done much reflection and research on how pupils' scores can improve.

Since less than 50 percent of pupils actually pass the examination, part of the problem clearly starts with how schools prepare pupils to pass the examination. In an informal poll I conducted with fifty pupils who had failed in 2015, I found that writing was pupils' weakest skill. Looking back, I can see that everyone needed more practice with writing so that they could apply the rules of grammar and essay construction that they learnt in class. Moreover, we desperately needed resources such as access to current news articles, essays, prose and stories.

Coming to the classroom level, I do believe that my fellow teachers can push their pupils more. Whether it is urban or rural schools, there is more emphasis on theory than practice. The average secondary school pupil knows the rules of the English language like the back of their hand. But when asked to apply that knowledge in conversation, comprehension and practice, they are less than confident. What we need is intensive practice time before the WASSCE examination where pupils' time is devoted to practising and testing the skills that they have learnt in various subjects. Teachers can help by giving specialised after-school classes. I, for one, supported my pupils after school four days a week during the last six months of SSS 4.

Last but not least, the conviction and willingness to work hard has to come from pupils themselves. Often, pupils' undisciplined behaviour makes it hard for a teacher to do his or her job efficiently. Pupils have to take responsibility for their future since they are almost adults when they leave school. Imagine how much more effective a lesson would be if they just cooperated and tried their very best. The blame also lies with pupils for not making excellence a standard. We teachers must show them the way.

I am reaching out to everyone in the education field – schools, teachers and pupils, who need to work hand in hand to improve WASSCE scores. With more effective teaching and keen learning, we can easily improve pupils' prospects. Why should one examination deter the success and happiness of so many people? Let us change that together.

Aminata Charles
Sierra Leone Teacher's Union representative
114, Wilkinson Road, Freetown.

Activity 2

Title: Extracurricular Activities at Richmond Secondary School
<p>Introductory Paragraph</p> <ul style="list-style-type: none"> • Main idea of article: A pupil at Richmond can choose from among 13 extra-curricular clubs and societies. • Introduction of new idea/connect to prior knowledge: Returning pupils will be excited to know that we have 2 new societies starting this year.
<p>Body</p> <ul style="list-style-type: none"> • Subtopic/Idea 1: Activities these clubs and societies include <ul style="list-style-type: none"> - Detail 1: Choose from quiz clubs and environmental club to societies for acapella singing and debates.

- Subtopic/Idea 2: What past members have had to say about their experience
 - Detail 2: Quotes from 2 pupils
- Subtopic/Idea 3: When and how to join
 - Detail 3: Societies and clubs accept applications until Friday of the sixth week of the academic year.

Closing

- Summary of main ideas: This is a school where you excel not only in academics, but also in your favourite activities.
- Closing ideas/opinion: In spite of the pressure of studies, participation in one club is manageable.

Name: Maliki Banya

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Lesson Title: Comprehending a Listening Passage – Debate

Practice Activity: PHL2-L083

1. Parents choose their children’s careers because they want financial stability for their children.
2. The writer uses the example of a businessman forcing his child to work in business regardless of whether the child has the skills and aptitude for business.
3. The writer says that children cannot become pioneers and inventors if they are restricted in their career choice.
4. Firstly, children resent their parents for not letting them choose their own career. Secondly, children should choose careers based on aptitude rather than in a field where their parents can help them. Thirdly, if children choose careers in various fields, then it contributes to the country’s development.
5. A child can succeed if parents help and encourage them in their chosen career.
6. a. ‘Pave the way’ is an idiom.
b. The sentence means that letting children choose their own careers will create the foundation of a healthy relationship between parents and children.
7. Example synonyms:
a. relevant b. beneficial c. anger/bitterness d. assert e. luckily f. achievements
8. Example antonyms:
a. against (the motion) b. minority c. inexperienced d. success e. inessential
f. unfortunately g. accepting h. unhealthy i. impersonal
9. a. into – preposition; and – conjunction
b. But, and – conjunctions; on – preposition

Lesson Title: Debate

Practice Activity: PHL2-L084

Activity 2

Example outline:

Introduction

- Vocatives (address the audience): Principal, Judges, Staff and Fellow Pupils
- Thesis statement/point of view: I will present my arguments for the motion: Wealth is the most important thing for happiness.

Body – at least 3 paragraphs

- Argument 1: Although it does not sound idealistic, money is what everyone needs to live a healthy lifestyle.
 - Fact or example: You need to be able to afford not just 3 meals, but nutrition through a variety of foods, some of which are not cheap.
- Argument 2: Wealth allows you to travel and learn more about the world.
 - Fact or example: Middle-income people of wealthy nations are easily able to afford long trips to developing nations. But people from developing countries need to save money for years before they can afford a trip to Europe, or to North or South America.
- Argument 3: It provides assurance for one's children's futures too.
 - Fact or example: What if there is an emergency that can be resolved with money? What if there is a death of an earning member of a family?
- Counter-argument: Opponents say that healthy relationships are most important, but this is not practical thinking.
 - Reason the opponent is wrong with examples: How can one form relationships without a roof over their head, comfortable clothing, a warm bed to sleep in and wholesome meals?

Closing statement

- Summary of main ideas: Money is required for the most basic needs in life and only then can one be happy.

Thank you.

Lesson Title: Debate

Practice Activity: PHL2-L085

Activity 2

Example paragraph for the motion:

If you want a healthy lifestyle in today's world, then you definitely need a stable income. For example, an ideal lifestyle would contain a diet that includes dried and fresh fruits in addition to the standard 3 meals a day. These commodities have become expensive in today's commercialised world and are not affordable for every family.

Example paragraph against the motion:

Let me inform you about a recent research study which found that middle-income people are happier than low-income people. However, there is not much difference in the level of happiness between middle-income and high-income groups. This proves that while money is a factor, it is not the only, or the most important, factor for happiness.

Lesson Title: Debate

Practice Activity: PHL2-L086

1. Example outline:

Introduction

- Vocatives (address the audience): Good evening, dear family and friends!
- Thesis statement/point of view: Today, I would like to speak to you about why I am for the motion: Rural life is better than urban life.

Body – at least 3 paragraphs

- Argument 1: There is less pollution in rural areas.
 - Fact or example: It is a healthier lifestyle.
- Argument 2: Community bonds are stronger in rural life.
 - Fact or example: Neighbours are like family and everybody supports each other through hard times.
- Argument 3: Childhood is better in rural areas.
 - Fact or example: I nostalgically look back on the wonderful experiences I have had walking freely among the fields.
- Counter-arguments
 - Reason the opponent is wrong with examples: My opponent suggests that medical facilities are few in rural areas. I want to point out that various health awareness camps and mobile clinics come regularly to rural areas to prevent illness.

Closing statement

- Summary of main ideas: A rural life provides access to nature, community and strong bonds formed over many years.
- Restate the point of view: For these reasons, I will always favour the rural life over an urban life.

Thank you.

2. Example paragraphs:

Introductory paragraph:

Good evening, dear family and friends! Today, I would like to speak to you about why I am for the motion: Rural life is better than urban life.

Paragraphs for the motion:

In rural areas, there is usually less air, water and noise pollution. People spend their time close to nature in a clean environment. This is far better than staying amidst the noise and smoke of the city. Ask any doctor and they will tell you that patients from rural areas usually have fewer heart and respiratory illnesses.

Another aspect of a healthy lifestyle is having strong connections with one's community. The village life is peaceful, providing neighbours that are like family and a support system that is nowhere to be found in a city. There is a reason why, globally, an increasing number of people living in big cities are depressed.

5. Example response to counter-argument:

It has been mentioned that cities offer more employment. That is true. However, since rural areas are less developed, there is plenty of work there as well. In this age of the Internet, one can even set up offices in rural places.

Lesson Title: Reading Comprehension – Academic Text (science)
Practice Activity: PHL2-L087

Activity 1

1. Neuroplasticity is the ability of the brain to form and reorganise neural connections.
2. Children and teenagers have the maximum number of neural connections because they are still growing and developing, so they are taking in a lot of information.
3. As people learn ideas and skills, their brain eliminates the neural connections that are used the least.
4. Being mentally active all their life helps a person maintain neuroplasticity and learn new things.
5. The brain learns new ideas through repeated practice. This makes associations between neurons and strengthens neural pathways for those ideas.
6. The writer has mostly used an objective tone.

Activity 2

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

Activity 3

Example synonyms:

1. connections; networks
2. concepts
3. connecting
4. ability; skills

Activity 4

1. Simile – Nerves are compared with electrical wires that are present throughout the city. The body is compared to a city.
2. Metaphor – Oiling and running the machine regularly represents using the brain regularly and keeping it active.

Activity 5

1. noun phrase
2. adjectival phrase
3. adverbial phrase

Lesson Title: Reading Comprehension – News Article (economic development)
Practice Activity: PHL2-L088

Activity 1

1. Farmers can set up agro-businesses to boost the economy.
2. An agro-business requires professional connections, management and entrepreneurial skills, financial capability and technical knowledge.
3. Women need to be trained in business and entrepreneurial skills, financial literacy and technical knowledge.
4. Laws prevent women from owning land, so they cannot obtain licences for businesses easily.
5. If women are given more cultural and social freedom, they can engage better in business and make more professional connections.

Activity 2

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

Activity 3

Example synonyms:

1. main factor; support
2. practical
3. related to small businesses
4. strengthening

5. participate 6. knowledge about a specific field 7. thinking; point-of-view 8. complex

Activity 4

Example antonyms:

1. developed countries
2. weaken
3. unstable
4. declining
5. decreasing
6. uniform; similar
7. tougher; harder

Activity 5

The phrasal verb is 'break down'. It means the barriers in the system that stop men and women from being treated equally should be removed or overcome.

Lesson Title: Vocabulary Development: Culture and Institutions

Practice Activity: PHL2-L089

Activity 1

1. It means that anthropologists would criticise and say bad things about communities they had observed.
2. They would either describe people from other communities as barbarous or make fun of their rituals and customs.
3. It means that anthropologists and researchers should go study other communities like keen students enthusiastic to learn something new.
4. Early researchers stated that women in polyandrous marriages in Nepal were unhappy and oppressed. Actually, many women prefer such arrangements.

Activity 2

1. c.
2. b.

Activity 3

1. This is a metaphor. It compares a fresh perspective and open-mindedness with 'the lens of a sincere student'.
2. This is an idiom. The sentence means that one cannot understand a culture simply by observing it from afar.

Activity 4

1. customs
2. unique
3. morals
4. biases
5. accounts
6. outdated
7. multiple
8. trivialised

Lesson Title: Vocabulary Development: Cultures and Institutions
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Practice Activity: PHL2-L090

Activity 1

Example letter:

Letter to a Friend Describing your Community

115, Aberdeen Street
Freetown.
17th September, 2017

Dear Henry,

I was glad to receive your letter last week describing what your life is like in Ireland. Indeed, it seems like another world. I do hope to visit someday. As per your request, I will now tell you about our life and **culture** here.

Since I live in the city now, I am a little removed from the culture of my village. My **ancestral** village is where my parents grew up, and I go there during all my vacations. The **community** and the bond in our village are very strong. My family has a **high status** in that village because my grandfather was the **village head** twenty-5 years ago. It has been a long time but we **value** and remember our **leaders** forever.

My grandfather actually helped a lot people with problems, such as finding jobs and starting businesses. He also took great pleasure in resolving **domestic issues**. My grandmother was always trying to prevent him from intervening in other people's **married lives**. But my grandfather persisted because he thought of the whole community as a single unit. He never treated anybody differently because of **social class**.

Today, the village has certainly become more modern with some Internet access. However, we have not lost touch with our cultural **norms** and **beliefs**. **Marriages** are still arranged with the approval of the elders, and we cherish the guidance they give us. Perhaps this sounds strange to you. But honestly, these are people who will support me during the good times and the tough ones.

I wish I could write more but I must study for my examinations. I hope to hear from you soon.

Yours sincerely,
Ramatu.

Activity 2

Example sentences:

1. Principles: As per personal principles, I never lend anybody money to buy cigarettes, as they are harmful to one's health.
2. Values: My family's values include respecting our elders and being modest.
3. System: The economic system has made it difficult for poor people to get loans from banks.
4. Family life: Hassan wants a job where he can give sufficient attention to family life as well as work.
5. Social class: A man's wisdom is not determined by his status or social class, but by his kindness and compassion.

Activity 3

1. social status
2. domestic issues
3. values
4. institutions
5. norms
6. native

Lesson Title: Descriptive Writing (culture, institutions and ceremonies)

Practice Activity: PHL2-L091

1. Example outline:

See	<ul style="list-style-type: none">• Bright clothes• Decorations• Food• Items for the religious ceremony• Magnificent engagement rings
Hear	<ul style="list-style-type: none">• Traditional music• Children playing noisily• My grandmothers doting over my cousin• Laughter• Joyful, congratulatory messages• Heartfelt blessings
Taste	<ul style="list-style-type: none">• Chicken, rice and fish• Snack• Sweets• Cool drinks
Touch	<ul style="list-style-type: none">• Silky cloths for decoration• My dress made of soft fabric
Smell	<ul style="list-style-type: none">• Strong and delicate perfumes• Inviting feast• Calming incense sticks
Details to include: <ul style="list-style-type: none">• The bride and groom's appearance• The setting of the engagement and its decorations• The gifts the families exchanged• The wishes and blessings given to the engaged couple• The dance party• The feast	

Lesson Title: Descriptive Writing (culture, institutions and ceremonies)

Practice Activity: PHL2-L092

Activity 1

Example essay:

My Cousin's Engagement

I could not believe, as I entered my cousin's glittering house, that it was her day of engagement. My parents were busy admiring the magnificent decorations and the twinkling lights, but I was travelling into the past, recalling how my cousin Ramatu and I used to do roleplays of our own engagements as little girls.

When I entered the house, Ramatu was nowhere to be found amidst the noisy and busy crowd roaming around the house in their bright and shiny clothes. The house was so crowded that I felt certain that my aunt had invited not just our community but also people from the next five villages! Desperate for a cool drink, I headed towards the aromatic dining hall. The feast had not been laid out yet, but the warm and spicy vapours from those dishes had reached my nostrils.

Suddenly, I heard my mother call me to the big hall. The engagement ceremony was about to start. I saw Ramatu at last. She was wearing the same white dress that we all wear on auspicious occasions, but somehow, she was still glowing more than anyone else. Clearly, all the happiness inside her heart was showing in her appearance. I looked at her fiancé-to-be and he looked flustered. Our family had alarmed him by suddenly coming as a group of thirty people to shower blessings and affections on him. His six-foot frame looked timid and meek in the sea of people (figurative language).

The ceremony started and the boy's family took over. They presented Ramatu with some traditional gifts such as spices and traditional fabrics. Someone had taken great care to meticulously wrap these presents in beautiful handmade paper. Then, Ramatu and her fiancé, John, exchanged rings as we all clapped and cheered. The thin-banded ring had a golden hue to it and it looked very elegant on my cousin's hand. After this, there were some prayer ceremonies in which we all sat around the hall and prayed for the couple's happiness. The noise soon died down to gentle murmurs of prayers spreading peace throughout the house. The soothing smoke and smell from the incense sticks overshadowed the aroma of all the food.

I had barely begun to enjoy that peace when someone announced that it was time to party. My cousins and I all ran to the dance floor and danced for many hours, completely immersed in our celebration. It took my father about an hour to tear me away from the hypnotic trance that all of us cousins were in. We were back in our childhood days, dancing away carelessly. I had even forgotten to sample the desserts I had spotted earlier. But my cousin's sweet smile and happiness on seeing me, her best friend since childhood, easily made up for that.

Activity 2

Family Life in My Community

See	<ul style="list-style-type: none"> • Many family members in a house • Sometimes 2 wives or 2 aunts • 3 to 4 siblings • Grandparents • Home is by a flowing river
Hear	<ul style="list-style-type: none"> • Children playing • The sound of water from the river • Songs that my aunts and my mother sing • Fights and arguments between different family members
Taste	<ul style="list-style-type: none"> • Traditional food with kola nuts, spices, rice and chicken • Fresh milk from the cow • Fruits from trees nearby
Touch	<ul style="list-style-type: none"> • A lot of hugging and displays of affection in the house
Smell	<ul style="list-style-type: none"> • Trees and nature

	<ul style="list-style-type: none"> • My mother's and aunts' perfumes • The smell of firewood burning when we sit down around a fire in the evenings
Details to include: <ul style="list-style-type: none"> • People who live in the household • The relationships of family members • The decision-maker and peace-maker in the family • Polygamy – commonly seen • Activities the family does together – meals and bonfire 	

Lesson Title: Reading Comprehension – Literature
Practice Activity: PHL2-L093

Activity 1

1. Della had been saving money for Jim's Christmas present for months.
2. Grey is a dull colour and is used to symbolise sad or dull moods. The author is setting a sad and gloomy tone by using grey to match Della's sadness.
3. Della had decided to sell her hair for money but felt upset and nervous about cutting her hair.
4. Della thought that Jim would be very annoyed and would not find her pretty anymore.
5. It was difficult for Della to sell her hair because her hair was her prized possession. But she also desperately wanted to buy Jim a worthy Christmas present.
6. First, Della had been saving up for months to buy a gift worthy of Jim. Secondly, she decided to cut off her hair in an instant to sell it and buy a present for him. Thirdly, she obviously admired him because she thought that the plain and simple chain was like Jim – chaste but valuable.
7. The author has broadly used a subjective tone throughout. The first 2 paragraphs have a gloomy tone. The third and the fourth paragraphs have a hopeful tone. The fifth paragraph again has a gloomy tone along with suspense.
8. Example answers: Perhaps the Magi will appear and bless the couple with Christmas presents. Or perhaps somebody else will come with extraordinary gifts.

Activity 2

Example synonyms:

1. unkempt
2. quickly
3. belongings
4. waterfall
5. raiding

Activity 3

1. Simile – Della's hair is compared to a brown-watered waterfall using 'like'.
2. Metaphor – The brown cascade represents Della's long brown hair.

Activity 4

1. She had become very nervous or upset.
2. Della calmed herself down and probably caught her breath as she was breathing heavily.
3. She became very nervous or frightened.

Activity 5

Della asked Madame if she would buy her hair. Madame replied that she did buy hair. She told Della to take her hat off so that she could have a sight at the looks of it. Down rippled the

brown cascade. Madame lifted the mass with a practised hand and said that it would be twenty dollars. Della told Madame to give it to her quick.

Lesson Title: Reading Comprehension – Literature

Practice Activity: PHL2-L094

Activity 1

1. The author shows that Jim needed an overcoat and new gloves. He also mentions that Jim was burdened with a family at only twenty-two years of age.
2. Jim had a peculiar expression because he had bought an expensive and perfect Christmas present for Della's long hair but she had cut it very short.
3. Initially, Della was joyful to receive the set of combs she had always wanted. However, she soon realised that the gift was a waste without her long hair.
4. Yes, Della liked the present a lot. The author describes how much she loved it and she held it to her bosom.
5. The author is saying that the dull platinum chain seemed to reflect or shine because of Della's passionate and joyful spirit.
6. Jim meant that the presents were wonderful but useless until Della could regrow her hair and Jim could buy a new watch.
7. The author has used situational irony. Both Della and Jim wanted to give each other the perfect Christmas present but they received things that they no longer had any use for.
8. The themes in the short story are love and sacrifice.
9. Example answer: Yes, it surprised me. O. Henry presented the first part of the story only from Della's point of view. I was not prepared for the fact that Jim had also made a sacrifice and sold off his prized possession just like Della had.

Activity 2

1. 'To have someone going' is an idiom which means to fool or upset someone.
2. Simile – The author compares Della leaping to a burnt cat using the word 'like'.
3. Verbal irony – What Jim actually meant by 'too nice' is that the presents were useless for the time being.

Activity 3

1. ecstatic 2. tresses 3. singed 4. hysterical 5. yearned; craved 6. ardent 7. fixedly
8. eagerly 9. leaped

Lesson Title: Emphatic Stress

Practice Activity: PHL2-L095

Activity 1

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

Activity 2

1. Yes, I am interested in **biochemistry**.
2. My mother will come to meet my teacher at **11 a.m.**
3. **Denmark, Norway** and **Sweden** are part of Scandinavia.
4. I felt **relieved** and **tired** right after my first child was born.
5. **Yes, I am** more six feet tall.
6. I suggest you use a **needle** and **thread** to **stitch** it back onto the shirt.
7. Will **Harding** is performing at the concert.

Activity 3

Almost a **year** has passed since I came down **here** at your **Head Master's kind invitation** in order to **cheer** myself and **cheer the hearts** of a few of my friends by **singing** some of our **own songs**. **The ten months** that have **passed** have seen **very terrible catastrophic** events in the world – **ups** and **downs, misfortunes** – but can **anyone** sitting here this afternoon, this **October afternoon**, not feel **deeply thankful** for what has happened in the time that has passed and for the **very great improvement** in the **position** of **our country** and of **our home**? **Why**, when I was here last time we were **quite alone, desperately** alone, and we had been so for **five or six months**. We were **poorly armed**. We are **not** so poorly armed **today**; but **then** we were very poorly armed. We had the **unmeasured menace** of the **enemy** and their air attack still **beating** upon us, and **you yourselves** had **had experience** of this **attack**; and I **expect** you are **beginning to feel impatient** that there has been this **long lull** with nothing **particular** turning up!

Lesson Title: Comprehending a Listening Passage – Identifying Mood, Tone, and Purpose
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Practice Activity: PHL2-L096

Activity 1

1. Enlightenment is when a person understands how to live peacefully and happily in the world despite all the suffering around.
2. Yes, the woman seemed convinced that Buddha could bring her son back to life. She kept her son at his feet when she met him and pleaded with Buddha to revive him.
3. Buddha wanted the woman to realise that everyone faces death.
4. The woman found that someone had died in every household.
5. The author means that everyone must face death for themselves or their loved ones at some point in their lives. They should accept this peacefully.
6. The phrasal verb is 'gave up'. It means that he left the life of luxury.

Activity 2

1. richness
2. crying
3. reactivated
4. pessimistic
5. exactly
6. pleaded
7. harmful

Activity 3

1. old
2. vaguely
3. energised
4. gradually
5. controllably
6. joy
7. beneficial

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