



**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Pupils' handbook for

JSS Language ARTS

JSS
2

Term
2

STRICTLY NOT FOR SALE

FOREWORD

The production of Teachers' Guides and Pupils' handbooks in respect of English and Mathematics for Junior Secondary Schools (JSSs) in Sierra Leone is an innovation. This would undoubtedly lead to improvement in the performance of pupils in the Basic Education Certificate Examination in these subjects. As Minister of Basic and Senior Secondary Education, I am pleased with this development in the educational sector.

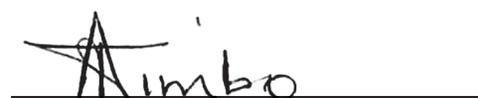
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

These Teachers' Guides and Pupils' Handbooks had been written by experienced Sierra Leonean and international educators. They have been reviewed by officials of my Ministry to ensure that they meet specific needs of the Sierra Leonean population.

I call on the teachers and pupils across the country to make the best use of these educational resources.

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 the Department for International Development (DFID) for their continued support. Finally, I also thank the teachers of our country - for their hard work in securing our future.

A handwritten signature in black ink, appearing to read 'Timbo', is written above a horizontal line. The signature is stylized and includes a star-like symbol above the first letter.

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

The Ministry of Basic and Senior Secondary Education,
Sierra Leone, policy stipulates that every printed book
should have a lifespan of 3 years.

To achieve this DO NOT WRITE IN THE BOOKS.

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Introduction

to the Pupils' Handbook

These practice activities are aligned to the lesson plans in the Teachers' Guide, and are based on the National Curriculum and the West Africa Examination Council syllabus guidelines. They meet the requirements established by the Ministry of Education, Science and Technology.

-  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

Lesson Title: Poetry	Theme: Reading
Practice Activity: PHL-08-051	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to read a poem and identify the theme and literary devices used in the poem.

Overview

Poems are a kind of writing. They use **literary devices**. Literary devices are tools that writers use to express their messages to the readers.

- A **simile** makes a comparison using 'like' or 'as'. Example: He is fast like a cheetah.
- A **metaphor** makes a comparison without using 'like' or 'as'. It says that one thing is another. Example: She is an elephant.

Poems often have many **rhyming words**. These are words that end in the same sound.

Examples: hit – lit; say – way; lime – crime.

The **theme** in a poem is the main idea or meaning. Sometimes, it can be difficult to understand the meaning of a poem. Remember that some words in poems can actually mean something else. It is up to the reader to figure out the meaning of the poem.

Practice

Activity 1

Read the following poem and answer the comprehension questions based on it.

The Crocodile Poem

By Lewis Carroll

How doth the little crocodile
Improve his shining tail
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin
How neatly spreads his claws
And welcomes little fishes in
With gently smiling jaws!

Comprehension questions

1. What does the poet mean by 'golden scale'? Why are the scales golden?
2. What is the Nile? Why is the crocodile in it?
3. Is the crocodile actually cheerful?
4. Does the crocodile really 'welcome little fishes'? What is the poet trying to say?
5. What do you think the crocodile will do to the little fish?
6. Does the poet make the crocodile seem good or evil? What is the crocodile actually like?

Activity 2

Find one rhyming word for each of the following words. This word should be from your own knowledge, not the poem.

1. tail
2. Nile
3. on
4. how
5. grin

Activity 3

Given below are some words. Find their synonyms in the poem.

1. does
2. tiny
3. sparkling
4. happily
5. kindly

Lesson Title: Creative Writing	Theme: Writing
Practice Activity: PHL-08-052	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to write a poem using a simile, metaphor and personification.

Overview

Poems are written using literary devices. These are the tools writers use to express meaning.

- A **simile** is a literary device where the words 'as' and 'like' are used to compare things.
Example: The sea was as blue as the sky.
- A **metaphor** is a literary device in which the poet compares two things but does not use words such as 'like' and 'as'.
Example: She is my heart.
- **Personification** is a literary device in which the poet gives human qualities to animals and things.
Example: The wind was whistling through the trees. (Whistling is something only humans do.)

When you write a poem, you can also use these literary devices. To prepare to write a poem, do the following:

- Think of the thing you want to describe.
- Write down some adjectives and qualities about that thing.
- Use these adjectives and other words to form short sentences.
- Rewrite the sentences using literary devices.
- Use some rhyming words if possible.

Practice

Activity 1

Use the following outline to write down words and adjectives for something in your house. Below is an example for a window.

	See	Smell	Hear	Feel	Taste
Things related to a window	the neighbourhood; children playing, a garden, trees, cars, church, mosque, school	leaves, food, dirt, trees, perfume	noise, children, dog barking, cat, car, bell of the church, prayer call from mosque, singing	windy, sunny, breezy	
Adjectives relating to these things	sunny, blue, wooden	fresh, earthy, pleasant, dirty	melodious, harmonious	soothing, warm, cosy	

Activity 2

Form short sentences about the thing using the words from your outline. Use at least one simile, one metaphor and one example of personification.

Examples:

- Simile: The wooden window is as exciting as a film.
- Metaphor: The window is a television set.
- Personification: The window invites me to look at the world outside.

Activity 3

Use the sentences from Activity 2 to write a poem using a simile, metaphor and personification. Try to rhyme words at the end of some lines, and do not forget to give your poem a title.

Lesson Title: Creative Writing (Continuation)	Theme: Writing
Practice Activity: PHL-08-053	Class: JSS 2

**Learning Outcome**

By the end of the lesson, you will be able to write a poem using alliteration.

Overview

When you write a poem, you should use literary devices to make the poem interesting for readers. Readers should be able to use their imagination when reading your poem.

Alliteration is a literary device that makes a poem sound nice. Alliteration is when many words in the same line or stanza start with the same sound.

Examples:

- She sells sea shells on the seashore.
- The big blue sky is bright and bold.
- Flourishing flowers flew from the fruit trees.

Practice**Activity 1**

Write two words next to each of the following words that start with the same sound. Example: nice, new, nervous

1. polite
2. sly
3. brave
4. sensible

Activity 2

Write some words to describe a person you know. Some of these adjectives should start with the same sounds.

Activity 3

Use the adjectives from Activity 2 to form short phrases or sentences about the person. Then write a poem using alliteration.

Lesson Title: Spelling Drills	Theme: Grammar
Practice Activity: PHL-08-054	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify commonly misspelled words in context.

Overview

In the English language, spellings can be quite confusing. Some words sound similar but are spelled differently. It is important to learn the correct spelling of words. When you write something, you could confuse your readers if you spell words incorrectly.

Examples:

- There, their, they're: These three words sound similar but have different meanings. 'There' is the position of someone or something. 'Their' is a possessive adjective. 'They're' is short for 'they are'.
- Two, too, to: These words sound exactly the same. 'Two' is a number while 'too' means 'as well as' or 'also'. 'To' is a preposition of place.

Practice

Activity 1

Correct the spellings of the words in **bold**.

Example:

- The ship was at **see**.
Answer: The ship was at **sea**.

1. After working a lot on a hot day, I felt **week**.
2. I was angry because my brother finished my **hole** lunch.
3. Mother, can I have **sum** money to go watch a film?
4. I have put on so much **wait** because I did not exercise.
5. Where would you like to **meat**?

Activity 2

Fill in the blanks in each of the following sentences using the appropriate words from the options given in brackets. Example:

_____ sitting in _____ car. (they're/their)

They're sitting in their car.

1. _____ going to the market near _____ house. (your/you're)
2. _____ mother is standing over _____. (their/there)
3. Are you _____ going to school _____? (two/too)
4. My _____ is that the judge of the contest will not be _____. (fair/fear)

5. _____ is the dress I was planning to _____? (wear/where)
6. You can use this comb for your _____. It is kept over _____. (hair/here)

Activity 3

Read the paragraph below and identify the misspelled words. Then correct the spellings.

One day, I was sitting by the stares in my school and stairing at my examination. I could not believe that I had scored such bad marks. I loked carefully at the answer sheet. Why had I not received better scores? I knew I was bad at Maths, was I so bad at History two? Then I saw my friend Foday. I said, 'Your looking happy! You must have got good marks. Show me you're paper.' He handed the paper too me.

Lesson Title: Reading Comprehension	Theme: Reading
Practice Activity: PHL-08-055	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify and explain the main ideas of a passage.

Overview

When you read an unseen passage, you must be able to identify the main idea of the text as well as of each paragraph. The **main idea** is what the passage is about. Understanding the main idea will also help you write the summary of a text.

In this lesson, you will read an Aesop's fable. Aesop was a Greek man who lived hundreds and hundreds of years ago. He observed animals a lot and most of his stories have characters that are animals. Aesop's fables usually have a lesson or a moral at the end.

Practice

Activity 1

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

The Boy Who Cried Wolf¹

There once was a boy who lived in a village. He kept some sheep that stayed not far away from his village. Sometimes, the boy would get bored looking after his sheep. So, for fun and amusement, he would call out, 'Wolf! Wolf!', even though there was no wolf nearby. This would alarm the villagers. They would just stop whatever they were doing and run to save the sheep from the wolf's jaws. When they arrived at the pasture, the boy would just point at them, mock them and laugh. Initially, some villagers laughed along with him. But this mischievous boy played this joke over and over until the villagers were fed up with him. They decided among themselves not to run to his aid the next time he cried 'Wolf'. Then one day, while the boy was watching the sheep, a wolf did come. The boy cried and cried, 'Wolf! Wolf!' But no one came. They all thought he was just lying and joking again. The wolf had a feast of sheep that day.

Comprehension questions

- Which of the following is the main idea of the passage?
 - There was once a mischievous boy who looked after sheep. He would often get bored while watching his sheep. He decided to lie to the villagers.
 - The mischievous boy would cry 'Wolf! Wolf!' The alarmed villagers would run to help him and find out that he had been lying. They got fed up with him.
 - The naughty boy would cry 'Wolf' when there was no wolf. When a wolf actually came and he asked for help, nobody came to help him.
- Why would the boy cry out 'Wolf! Wolf!' some days?
- What did the villagers usually do when they heard the boy cry out?

4. Why did the villagers get fed up with the boy?
5. Why did the villagers not run to the boy's aid when he actually saw a wolf?
6. Do you think you would believe someone if they often lied?
7. What do you think is the moral of this story?
8. Because of this fable there is an expression in English – 'to cry wolf'. What do you think it means?

Activity 2

Find a synonym for the following words.

1. amusement
2. alarmed
3. mock
4. initially
5. mischievous
6. feast

Activity 3

Identify the part of speech the following words belong to (noun, verb, adjective, adverb or pronoun). If a word is a noun, identify whether it is a proper, common or abstract noun.

1. village
2. stayed
3. fun
4. pasture
5. mischievous
6. they

Lesson Title: Question Tags	Theme: Grammar
Practice Activity: PHL-08-056	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify question tags in negative sentences.

Overview

Question tags are short questions that are put at the end of sentences. Sometimes we ask questions to find out information. But sometimes we also ask questions just to check that we are correct. These questions use **question tags**.

A negative sentence is one that has 'not' in it.

Examples:

- She is **not** going to the market.
- You are **not** coming to school today.

For negative sentences, we use positive question tags.

Examples:

- She is not going to the market, **is she?**
- You did not go to school today, **did you?**

The sentences above show that the person asking the question knows the answer but is only checking if they are right.

When you add a question tag to a sentence, remember to use the same verb tense as the question or sentence. Look at the table below:

Negative Sentences	Positive Question Tags	Verb Tense
You will not eat dinner,	will you?	simple future tense
They are not attending the party,	are they?	present continuous tense
We did not leave the room,	did we?	simple past tense

Practice

Activity 1

Identify whether the following sentences have positive or negative question tags.

1. The school is closed tomorrow, isn't it?
2. Nusrutha does not have dance practice today, does she?
3. I do not have to give the speech, do I?
4. The umbrella is yellow in colour, isn't it?
5. Amad is not doing his homework, is he?

Activity 2

Add positive questions tags at the end of the following sentences from the options given below.

did it	are they	does he	is she	will it
--------	----------	---------	--------	---------

1. They are not coming to dinner, _____?
2. My mother isn't at home, _____?
3. The match will not be held today, _____?
4. The moon did not rise yesterday, _____?
5. My brother does not look like me, _____?

Activity 3

Correct the mistakes in the question tags below.

Example:

It will not rain today, is it?

Answer: It will not rain today, **will** it?

1. The dog has not barked today, did it?
2. You are not eating your food, aren't you?
3. Sayida will not take part in the school play, is she?
4. Abraham and Husain were not in class today, are they?
5. She is not an adult yet, isn't she?

Lesson Title: Question Tags (Continuation)	Theme: Grammar
Practice Activity: PHL-08-057	Class: JSS 2



Learning Outcomes

By the end of the lesson, you will be able to identify question tags in positive sentences.

Overview

Question tags change a statement into a question. They are very common in spoken English. They are used when we think a statement is true but want to check with someone else.

Examples:

- This fruit is sweet, **isn't it?**
- That man is your brother, **isn't he?**

In positive sentences, which do not have 'no' or 'not', the question tags are negative. Negative question tags are written as a **contraction**. Look at the table below for examples:

Positive Statement	Negative Question Tag
The grass is green,	isn't it? (present tense)
They ran to the school,	didn't they? (past tense)
You are going abroad,	aren't you? (future tense)

When using question tags, remember to keep the verb tense in the question tag the same as the rest of the sentence.

Practice

Activity 1

Identify whether the following questions have positive or negative question tags.

1. You know how to ride a bicycle, don't you?
2. Hassan has two sisters, doesn't he?
3. I don't need to cook any food today, do I?
4. That old man cannot walk, can he?
5. The market is five kilometres away, isn't it?

Activity 2

Add negative questions tags at the end of the following sentences from the options given below.

isn't it	doesn't he	won't you	doesn't she	wasn't it	haven't you
----------	------------	-----------	-------------	-----------	-------------

1. Isata likes to eat chicken, _____?
2. You have finished your homework, _____?
3. Your favourite colour is yellow, _____?
4. It was sunny yesterday, _____?
5. You will take the bus tomorrow, _____?
6. Your father likes reading poetry, _____?

Activity 3

Correct the mistakes in the question tags below.

Example:

The sun is shining today, wasn't it?

Answer: The sun is shining today, **isn't it?**

1. You are in JSS 2, weren't you?
2. He likes playing football, isn't he?
3. Sayed had a pet dog, doesn't he?
4. Kaba will dance at the party, will he?
5. The teacher has come to school, didn't she?

Lesson Title: Fluent Reading	Theme: Reading
Practice Activity: PHL-08-058	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to read fluently with appropriate voice modulation.

Overview

Fluent reading is the ability to read a text quickly, correctly and with expression. When you read a text, you should be able to read fluently, with expression and the correct amount of stress and intonation. When you are reading, you should focus on the feelings of the characters and try to read aloud with expressions that show those feelings. To read fluently, use the punctuation marks in the text to help you. Do not forget to pause where needed.

Practice

Activity 1

Read the following text and answer comprehension questions.

‘Hey you!’ shouted the policeman. ‘What are you doing walking around here late at night? Don’t you know it is dangerous?’ I hadn’t realised how late it was, but suddenly I noticed how dark it was. I began to feel scared. ‘I have to come out to go to the pharmacy to get some medicine for my mother,’ I lied. ‘Come on then, I’ll walk with you,’ he said. I had to think quickly or he would know I was not telling the truth because I had no money to buy anything. ‘No, no thank you, it’s okay, my brother is meeting me there, it’s only across the road,’ I said. The policeman looked at me strangely, but walked away. I was so relieved.

I kept walking along the dark, narrow streets. Not a soul was to be seen around. The relief I had just been feeling was fading and I felt anxious again. ‘Why oh why did I choose to leave home at this time of the night?’ I thought to myself. I tried to focus on the road. Where was it? Where did I leave it? I was trying to look for the money I had lost on the street earlier that day. I got lost in my own thoughts as I continued searching. I was panicking now. What if I never found the money? What would mother say? How would I repay her? Suddenly, I heard footsteps behind me. I got alarmed. ‘Who is it?’ I yelled. It was the policeman. He had been following me all along!

Comprehension questions

1. Why did the policeman shout at the writer?
2. Why do you think the writer lied to the policeman?
3. Why did the policeman look at the writer strangely?
4. What was the writer looking for in the street?
5. Do you think the writer wanted to find what he was looking for very badly? Why do you think so?

Activity 2

Given below are some words. Find a synonym for each of these from the passage. Remember, a synonym is a word that has the same or almost the same meaning.

1. screamed
2. fearful
3. fast
4. looking for something
5. worrying a lot

Lesson Title: Reading Comprehension	Theme: Reading
Practice Activity: PHL-08-059	Class: JSS 2

**Learning Outcome**

By the end of the lesson, you will be able to answer comprehension questions about the text.

Overview

When you read an unseen text, try to look for the following to understand it better:

- the main idea
- the main characters
- new words (and their meanings in the context)
- main supporting details for the text
- the tone and mood of the text

All these things will help you to understand the text better and make sense of it. They will also help you answer comprehension questions more easily.

Practice**Activity 1**

Read the following passage and answer the comprehension questions in full sentences.

Dowry in India

In Indian marriages, there is a tradition where the bride's family has to give many gifts and money to the groom's family. This is called 'dowry'. These gifts are usually very expensive. They can be things such as gold and silver jewellery, cars, refrigerators, expensive clothing, and sometimes even land and a house. It is believed that the more a bride's family gives, the more honour and respect her family gets.

Many poor people cannot afford to give dowry for their daughter's wedding. They save up their entire lives just to be able to pay for their daughters' weddings. For this reason, many people do not want to have a girl child. Daughters are considered to be a burden in many Indian families. Also, if a girl's family does not pay enough dowry, then often the husband's family makes life difficult for the girl.

To address this problem in India, asking for and giving dowry has been banned by the government. If a groom's family demands dowry from the girl's family, they can go to prison. Many people are also trying to spread awareness about how this tradition has ruined many lives. They are trying to show people that daughters are a blessing, not a burden, and that they do not need to give dowry for her to have a happy married life.

Comprehension questions

1. What is dowry?
2. What kind of gifts were given in dowry in India?
3. How has the tradition of giving dowry affected poor families in India?
4. Why has the government banned asking for and giving dowry in India?
5. Why do some families not want daughters in India?
6. What is the main idea of this passage?

Activity 2

Match the words in the word bank with their synonym from the list below.

Costly	spoiled	custom	whole
--------	---------	--------	-------

1. tradition
2. expensive
3. entire
4. ruined

Lesson Title: Oral Reading	Theme: Reading
Practice Activity: PHL-08-060	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to use intonation – raising and lowering your voice, etc. – while reading aloud.

Overview

When you read a text aloud, it is important to use the **correct intonation** and **expression**. Read the text carefully to understand the tone, mood and feelings of the characters. Think about whether you should raise or lower your voice.

Examples:

- ‘Mummy, I want a chocolate bar,’ the little girl whispered hesitatingly to her mother.
 - This sentence should be read aloud in a lower voice because the girl **whispered** and was hesitating.
- ‘Mummy! Mummy! I want that chocolate bar right now!’ demanded the little girl.
 - This sentence should be read aloud in a raised voice because it seems like the little girl is shouting. The exclamation marks give a clue about the tone.

Practice

Activity 1

Read the following passage aloud. Remember to raise and lower your voice when needed. Also remember to read with appropriate expression.

The Old Man’s Secret

An old man was very sick and was lying down on his bed. His son was standing next to him. The son was not looking sad, but very angry. ‘Why did you never tell us before?’ he yelled angrily. The weak old man muttered with the little energy he had left in him, ‘I did not want to... to ruin... ruin our family’s reputation... or hurt... your mother and you.’

‘That is no excuse!’ said the son. ‘You have had... Oh my God! I cannot even say it...’

The son collapsed on the chair in the room. In a low voice and with disbelief, he said, ‘You have another wife and a son! All these years...’

‘Yes, but I have... always loved you... and your mother with my whole heart!’ the old man tried to explain.

The son looked up at his father and said, ‘Well, mother may forgive you in time, but I never will.’ Then he walked out of the room, leaving his old father alone and miserable.

Activity 2

Answer the comprehension questions about the text.

1. Why was the son looking angry and not sad next to his dying father?
2. What had the father hidden from his family all these years?
3. Why did the father never tell his family about his secret?
4. Do you think the son feels bad for his dying father? Why, or why not?

Activity 3

Read the following sentences aloud. Practise using appropriate intonation and expression.

1. 'What on earth are you doing?' asked my mother angrily.
2. Unfortunately, tomorrow is Miss Simmons' last day in school. We will all miss her dearly.
3. Hurray! We won the match! And we also won the annual championship!
4. All pupils must walk in a straight line when they go to the playground.
5. Oh my gosh! That is the funniest joke I have ever heard!

Lesson Title: Pronunciation	Theme: Listening and Speaking
Practice Activity: PHL-08-061	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify and pronounce consonant sounds.

Overview

There are two types of letters in the English language: vowels and consonants. All letters have letter sounds. **Consonant sounds** are sounds that are not vowels. There are 24 consonant sounds in the English language.

In the English language, many consonants can have the same sounds. The same consonant can also have different sounds. When reading a text aloud, remember that English is a complicated language and sometimes the same sounds can be produced by more than one consonant.

Examples:

- ‘c’ and ‘k’ have the same sound in ‘cap’ and ‘kite’
- ‘c’ has different sounds in ‘cap’ and ‘fence’

Consonant Sounds	Words with the Consonant Sound
/s/	smart, school, answer, prince
/z/	zoo, busy
/k/	kick, make, cat
/g/	good, bag
/j/	jam, page
/b/	bark, lab
/p/	pat, cap
/m/	mother, home
/n/	night, hand

Practice

Activity 1

Read the following words aloud and write them in the column that matches their **initial** (first) sound. Example: boy = /b/ sound

/s/	/z/	/k/	/g/	/j/	/b/	/p/	/m/	/n/

1. kettle
2. jar
3. police
4. naughty
5. save
6. zebra
7. giant
8. great
9. break
10. sight
11. next
12. born
13. plant
14. zig
15. star
16. just
17. grand
18. gentle
19. monkey
20. number

Activity 2

Each word below has a consonant sound in **bold**. Identify the word with the same consonant sound as the sound in bold. Read the words aloud to help you decide your answer.

Example:

- **busy**: a. small b. zip c. scare

Answer: b. zip

1. **p**ast
a. practice b. elephant c. lamb
2. **m**arket
a. cone b. arm c. lane
3. **b**asket
a. place b. leg c. cart
4. **c**able
a. pick b. pinch c. palace

5. **park**
a. map b. brain c. telephone
6. **call**
a. chill b. cost c. piece
7. **job**
a. age b. girl c. hanger
8. **gel**
a. gum b. goat c. jump
9. **judge**
a. batch b. jewellery c. ghost
10. **spell**
a. goes b. spy c. lazy
11. **cause**
a. crazy b. salt c. kiss
12. **soap**
a. chase b. task c. pays
13. **name**
a. camp b. pin c. limb
14. **column**
a. same b. pant c. tank

Lesson Title: Review of Plural Nouns	Theme: Grammar
Practice Activity: PHL-08-062	Class: JSS 2



Learning Outcomes

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

1. Form plural nouns using 's' and 'es'.
2. Use 's' and 'es' plurals in sentences.

Overview

A **singular noun** is one person, place or thing. A **plural noun** is more than one person, place or thing. The table below gives examples of how to form regular plural nouns.

Singular	Plural
Pen	pens
Bottle	bottles
Hand	hands

- The plural form of most nouns is made by adding 's' at the end of the word. Examples: leg – legs; face – faces; phone – phones
- The plural form of nouns that end with 's', 'ss', 'x', 'ch' or 'sh' are made by adding 'es' at the end of the word.
Examples: tax – taxes; peach – peaches

Practice

Activity 1

Identify the plural form of the following nouns from the two options given below.

1. lamp
a. lamps b. lampes
2. box
a. boxes b. boxs
3. wish
a. wishs b. wishes
4. frog
a. froges b. frogs
5. kid
a. kids b. kides
6. road
a. roades b. roads
7. match
a. matches b. matchs

8. shop
a. shops b. shopes
9. guess
a. guesss b. guesses
10. sock
a. socks b. sockes

Activity 2

Write the plural of each of the following words.

1. tail
2. smile
3. dish
4. house
5. axe
6. toy
7. gas
8. bench

Activity 3

Rewrite the following sentences using the plural form of the words in **bold**. Remember to change the verb 'is' to 'are', and 'was' to 'were' to match the plural nouns.

Example:

- There is a glass on the table.
Plural: There **are glasses** on the table.
1. There is a **stitch** on this cloth.
 2. There was a **cat** sitting there.
 3. This telephone has a **wire**.
 4. The **teacher** was in the school.
 5. Our **toothbrush** in the bathroom.

Lesson Title: Review of Plural Nouns (Continuation)	Theme: Grammar
Practice Activity: PHL-08-063	Class: JSS 2



Learning Outcomes

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

1. Form plural nouns from singular nouns ending with 'f' or 'fe'.
2. Form plural nouns from singular nouns ending with 'y' preceded by a consonant.

Overview

When there is only one noun, we use the **singular** form of the noun and when there is more than one of that noun, we use its **plural** form.

The plural of most nouns is formed by adding 's' or 'es' to the end of the noun. The following are exceptions:

- To form the plural of nouns ending in 'f' or 'fe', remove the 'f' or 'fe' and add 'ves' at the end of the noun.
Examples: wife – wives; shelf – shelves
- To form the plural of nouns ending with a consonant + y, remove the 'y' and add 'ies' at the end of the noun.
Examples: activity – activities; duty – duties
- Remember, if the noun ends in a vowel + y, then you only need to add 's' at the end of the noun.
Examples: holiday – holidays, way – ways

Practice

Activity 1

Identify the plural of each of the following nouns from the two options given.

1. berry
a. berries b. berrys
2. roof
a. roofs b. rooves
3. bunny
a. bunnys b. bunnies
4. tray
a. trays b. trazies
5. pony
a. ponys b. ponies
6. thief
a. thieves b. thiefs
7. calf
a. calves b. calfs

Activity 2

Identify the plural form of each of the following nouns.

1. bucket
2. river
3. leaf
4. wolf
5. scarf
6. dwarf
7. rally
8. penny
9. daisy
10. memory

Activity 3

Rewrite the following sentences by changing the nouns **in bold** to their plural forms. Remember to change the verb 'is' to 'are', and 'was' to 'were'.

Example:

The **activity** is fun.

Answer: The **activities are** fun.

1. The **family** ate their dinner.
2. There is a beautiful **valley** there.
3. Life will give you an **opportunity**.
4. You will do your homework **yourself**.
5. I will buy a **loaf** of bread.

Lesson Title: Semi-Formal Letters	Theme: Writing
Practice Activity: PHL-08-064	Class: JSS 2

**Learning Outcome**

By the end of the lesson, you will be able to identify the features of a semi-formal letter.

Overview

A semi-formal letter is a letter that is written to someone you know well but still need to talk to respectfully. It is not too formal or too informal. For example, you can write a semi-formal letter when inviting someone to a party or an event.

A semi-formal letter has the following features:

- address
- date
- salutation/greeting
- introduction
- body
- ending
- closing (Yours sincerely/With best wishes)
- your name/signature

Practice**Activity 1**

Use the following outline to plan and write your main ideas for a semi-formal letter. The topic of the letter is: Invite an older family friend to a party at your house.

	(Your address)

	(Date)
(Salutation: Dear Uncle/Aunty),	
(Introduction)	
(Body)	
Main idea 1:	
Main idea 2:	
Main idea 3:	
(Ending)	
	(Closing) Yours sincerely, (Your name)

Activity 2

Check your outline to make sure that you have included the following:

- your address
- the date of writing the letter
- a salutation/greeting
- an introduction that explains why you are writing
- a body to cover your main point and supporting reasons
- a closing
- your name/signature

Lesson Title: Semi-Formal Letters (Continuation)	Theme: Writing
Practice Activity: PHL-08-065	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to write a semi-formal letter to a person of your choice.

Overview

A **semi-formal letter** is written to someone you know, but the tone is more formal and respectful than an informal letter. It has the following features:

- address
- date
- salutation/greeting
- introduction
- body
- ending
- closing (Yours sincerely/With best wishes)
- your name/signature

When writing a semi-formal letter, remember that you cannot use contractions such as 'don't' and 'won't'. Instead, use 'do not' and 'will not'. Also, you can write informally but not too casually. You should still write with respect.

Practice

Activity 1

Use the completed outline from the previous lesson to write your semi-formal letter to invite an older member of your family to a party at your house.

Activity 2

Write another letter to a relative. In this letter, wish the person you are writing a safe journey as they prepare to travel out of the country.

Activity 3

Check both your letters to make sure that you have included the following:

- your address
- the date of writing the letter
- a salutation/greeting
- an introduction that explains why you are writing
- a body to cover your main point and supporting reasons
- a closing
- your name/signature
- correct spelling and grammar

Lesson Title: Spelling Drills	Theme: Grammar
Practice Activity: PHL-08-066	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to practise and develop your spelling skills.

Overview

Homophones are words that sound the same but have different spellings. Homophones can be confusing. It is important to learn them to spell words correctly. It is also important to practise them and remember when to use which spelling, based on the meaning of the word.

Examples:

- hear – here
- ate – eight
- write – right

Practice

Activity 1

Match the words that sound the same from the list below.

- steal
- shore
- week
- some
- bare
- sum
- bear
- sure
- steel
- weak

Activity 2

Fill in the blanks in the following sentences with the appropriate word from the homophones in brackets.

1. Be careful not to _____ the glass table. (brake/break)
2. She was combing her tangled _____. (hair/hare)
3. Amadu _____ the meal on time. (ate/eight)
4. I need to _____ vegetables from the market. (by/buy)
5. In the morning, I said _____ to my parents before I left for school. (by/bye)
6. The examination will start in an _____. (hour/our)
7. I do not _____ where my sister is. (no/know)
8. I will send you a letter by _____. (male/mail)
9. The father and his _____ were walking together. (sun/son)
10. If you do not exercise, you will put on _____. (wait/weight)

Lesson Title: Reading Newspapers or Magazines	Theme: Reading
Practice Activity: PHL-08-067	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to summarise an article on current events.

Overview

Newspaper and magazine articles are often about current events that are happening locally or around the world. Current events are important events that are happening. When you read a newspaper or magazine article, pay attention to the following:

- What is the article about?
- What are the main details of the events – for example, people, places and times?
- What message is the article trying to give the reader?
- What new words and ideas can you learn from the article?

Practice

Activity 1

Read the following newspaper article and answer the comprehension questions.

Local Youth Wants to Clean Freetown's Beaches

Freetown, 12th July 2018:

120 students from Freetown University held a rally in Freetown on Monday 11th July to raise awareness about the deteriorating state of Freetown's beaches. The five-hour rally was also an attempt to reach out to the youth of Sierra Leone to participate in cleaning up Freetown's beaches. Students fear that these beaches are seeing more garbage and pollution with every passing day. Education Secretary, Mr Hassan Kamara, attended the rally and congratulated the university students for taking this initiative.

'The beaches used to be much cleaner and a lovely place to play and walk when I was a child,' said rally leader Mariatu Amara. Amara has participated in various beach clean-ups before and was inspired to start her own campaign when she started studying at the university. 'Since young people spend so much time at the beach, I felt it is us who should take the responsibility to keep it clean as well. Of course, we will need the local government's help with this,' explained Amara.

Freetown's municipal officer, Idrissa Conteh, said that he is excited about the new project headed by the students. 'The municipal office is ready to support these students in whatever way we can. We have a meeting planned with them next week to discuss the actions we will take to keep our city's beaches clean,' he said.

Comprehension questions

1. What is the article about?
2. Where and on what date was the rally held? How many people participated in the rally?
3. Why did the students of Freetown University participate in the rally? Give two reasons.
4. According to Mariata Amaru, why should young people keep the beaches clean?
5. Is the local government helping the students? How do you know?

Activity 2

Write a synonym for each of the following words from the article. Remember, a synonym is a word that has the same or almost the same meaning.

1. students
2. deteriorating
3. garbage
4. lovely
5. support

Activity 3

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

1. 120 students of Freetown University **held** a rally in Freetown on Monday 11th July.
2. Students fear that these beaches **are seeing** more garbage and pollution with every passing day.
3. Amara **has participated** in various beach-clean-up drives before.
4. 'Of course, we **will need** the local government's help with this,' explained Amara.
5. The municipal office **is ready** to support these students in whatever way we can.

Lesson Title: Reading Newspapers or Magazines (Continuation)	Theme: Reading and Writing
Practice Activity: PHL-08-068	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to write a composition giving your opinion on a current event.

Overview

When you write an article for a newspaper or a magazine, you usually write about a current event or topic. If you read newspapers and magazines, or listen to the radio regularly, then you will have an idea of what is in the news. When writing, the following are main points to include:

- What is the article about?
- Who are the main people involved in the event or news?
- Are there any important dates and times you should mention?
- Is there any important information you should give to the reader?
- How can you organise the details, times and events in order?

In magazine and newspaper articles, you can give your point of view or opinion. For this, you can use phrases such as:

- I believe that...
- In my opinion...
- Based on these facts, I think that...
- In the future...

Practice

Activity 1

Use the following outline to organise your ideas for writing an article for a newspaper or a magazine. You may use any of the following topic ideas or an idea of your own.

- Pollution in Sierra Leone
- Garbage on the beaches of Sierra Leone
- How pupils can score better in JSS examinations
- A recent sports or cultural event in your community

Headline/Heading

By (your name)

Introduction: Introduce the topic and explain it – Main people, event summary, dates, times

Body:

- The main events — in order of time or date
- Event details
- Quotes from important people

Opinion: What you think about the topic and what you think should happen in the future, your opinion.

Activity 2

Use the main ideas from your completed outline to write an article for a newspaper or magazine. Your article should be about 250–350 words.

Activity 3

Check your article to make sure that you have included the following:

- a suitable headline/heading
- author's name
- the first paragraph which mentions important times, dates and people
- body, which includes details of the news, events
- Quotes from at least 1-2 important people
- Your opinion/point of view if the article is for a magazine
- Correct spelling and grammar

Lesson Title: Drama/Play	Theme: Writing
Practice Activity: PHL-08-069	Class: JSS 2



Learning Outcomes

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

1. Identify the main characters and their roles.
2. Dramatise a play, showing an understanding of the roles characters have in the play.

Overview

A **drama** or **play** is a story that is meant to be performed in front of an audience. **Characters** are the people in the play. **Actors** are the people who perform the play. **Dialogues** are the conversations between characters in a play.

When you write a play, imagine the actors performing it. The characters' feelings have to show in their expressions and how they speak. Look at the examples below of a poorly written play and a well-written play:

Situation: A character, Amina, is sad.

- Poorly written play: Amina was very sad.
- Well written play: Amina was crying as tears fell down her cheeks.

Amina: Oh! I feel so horrible today. My sister is leaving for university abroad and I will now be all alone!

Practice

Activity 1

Select one of the three scenarios below to write about in a short play.

1. Two boys are playing football by the beach. Boy A owns the ball. Boy B throws the ball in the water by mistake and it gets lost. What happens next?
2. Two girls are walking home from school when it starts raining. Both run to hide in a shop. Girl A hits Girl B by mistake and her bag falls in a puddle. What happens next?
3. A girl and a boy are working in class together. The girl takes out her pencil. The boy looks at it and tells her that he lost a pencil that looked exactly like the girl's pencil. What happens next?

Activity 2

Get the help of your family or friends to act out the play you wrote in Activity 1. You can role-play one character while your friends/family act out the other. Remember to read with expression in a clear and loud voice.

Lesson Title: Drama/Play (Continuation)	Theme: Reading
Practice Activity: PHL-08-070	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to dramatise a play showing an understanding of the roles characters have in the play.

Overview

When you read a play or drama, you must pay attention to what the **characters** are saying and how they are feeling. Just like any other unseen passage, you will have to answer comprehension questions based on what the characters do and say as well.

When you read a play aloud or **dramatise** it, you must try to speak with appropriate expression, loudness and clarity. Your voice should be clear and everyone sitting in a room should be able to hear it easily. It is a good idea to read a play to yourself a few times before you read it aloud.

Practice

Activity 1

Read the play aloud. If possible, take one character and have your friend or family members read the lines of the other characters. Remember to read in a loud and clear voice with expression.

The Missing Ball

Alusain and Lamin watch as the ball falls into the river. Alusain owns the ball and Lamin threw it in the water accidentally. The river is flowing very quickly and the ball soon disappears.

Alusain: No! Oh no! Where did it go?

Lamin: Let me run and see if I can spot it!

Alusain and Lamin run along the river looking for the ball but cannot find it.

Alusain (*angrily*): Look what you did now! You should have been more careful!

Lamin: I am so sorry! I never thought it would go as far as the river. I thought you would stop the ball!

Alusain: My brother will be so angry! He loaned me that ball.

Lamin: Don't worry. These things happen. I am sure he will understand.

Alusain: You know Hassan. He will probably never let me borrow anything again!

Alusain looks down. He is very upset. Lamin goes over to him.

Lamin: I am truly sorry, Alusain. Maybe I can make it up to you somehow? Why don't we go eat a snack at our favourite shop... I'll buy it, as an apology to you...

Alusain: Okay, let's go. Hassan works close to that shop so maybe I'll tell him about how I lost the ball. Better to get it over with now.

Alusain and Lamin walk to the shop.

Lamin: Hmm... doesn't it smell nice!

Alusain: Yes, it smells okay...
Lamin: Oh, cheer up! Look, some boys are playing football over there! Let's join them after we eat.
Alusain: Can't you see Hassan is one of them! Oh no! What is he doing there? I thought he would be in the office!
Lamin: Forget about Hassan! Look!
Alusain: Look at what?
Lamin: Can't you see it?
Alusain: What? What is it?
Lamin: The ball they are playing with! It looks just like ours... same colour... same marks...

Alusain looks carefully.

Alusain: Yes! Just like our ball.

Hassan sees Alusain and Lamin walk over. He runs to them.

Hassan: Hello! Nice to see you two here. Want to join us for the game?

Alusain: Sure Hassan... but listen... first, I must tell you something... Lamin, where are you going?

Lamin walks over to where the ball is and picks it up. He looks at it very closely.

Lamin: Hassan, this ball is wet! It's the same colour as our ball. It has the same marks too!

Alusain: Show me the ball! Yes, it's just like our ball!

Lamin: Hassan, where did you get this ball?

Hassan: From the river...

Alusain and Lamin look at Hassan in surprise.

Hassan: What's wrong?

Alusain: The river? When?

Hassan: Just five minutes ago... it was in the river and we picked it up. Isn't it exactly like the ball I loaned you?

Alusain and Lamin start laughing.

Activity 2

Answer the comprehension questions about the play you read.

1. Who lost the ball in the river?
2. How does Alusain feel after they lost the ball?
3. How does Lamin try to cheer up Alusain?
4. How does Alusain feel about telling Hassan about the lost ball?
5. Why do Alusain and Lamin ask Hassan where he got the ball?
6. Why do Alusain and Lamin laugh in the end?
7. What do you think happened next? Do you think they told Hassan about how they had lost the ball?

Lesson Title: Conversation	Theme: Listening and Speaking
Practice Activity: PHL-08-071	Class: JSS 2



Learning Outcomes

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

1. Talk about and describe special occasions and events using the sentence frame: I will never forget the time when...
2. Express yourself orally, conducting discussions using your ideas and expressing yourself clearly.

Overview

A **conversation** is when people talk about a topic. Sometimes, when having a conversation, you tell someone about an incident, event or special occasion. When you tell someone about something that has happened, you should try to describe the events in the order that they happened. When you have to describe something, it helps to organise your thoughts beforehand and then talk. You can include your feelings and describe things you saw, heard, smelled, tasted and touched. Remember, when describing something that already happened, you should use the past tense.

Practice

Activity 1

Think of a special time or occasion in your life that you remember well. Use the outline below to organise your thoughts to describe it.

See	Hear	Smell	Taste	Touch
Example: my family, decorations	Example: music, baby crying	Example: my favourite cuisine		

Feelings: Example words –Joyful, emotional, sentimental, proud...
--

Activity 2

Use the notes you made in Activity 1 to describe this event or occasion to a family member or friend. Start the conversation with, 'I will never forget the time when...'
Remember to speak loudly and clearly. Answer any questions that your family member or friend may ask. Then ask them about a time that they will never forget.

Lesson Title: Conversation (Continuation)	Theme: Listening and Speaking
Practice Activity: PHL-08-072	Class: JSS 2



Learning Outcomes

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

1. Talk about and describe special occasions or events using the sentence frame: I will never forget the time when...
2. Express yourself orally, conducting discussions using your ideas and expressing yourself clearly.

Overview

When we talk to our friends, we have a conversation. We do not just tell stories. A **conversation** means that we take turns talking. We ask questions to find out more information. We share our thoughts and opinions. We say what we think about a topic and ask the other people we are talking to what they think.

When you talk about something important or tell friends about something that happened to you, it helps to organise your thoughts. But when you are having a conversation, people will usually interrupt and ask questions or make comments. You need to be able to answer their questions and reply to comments and then continue talking from where you left off.

When somebody is telling you something, you might have questions and things that you would like to say yourself. It is polite to wait for the other person to finish a sentence before you interrupt. Then ask your question or make your comment, let them respond to you and finish what they were saying. It is impolite to interrupt someone and change the topic or continue speaking if they have not finished what they wanted to say.

Practice

Activity 1

In the previous lesson, you prepared a description of a special event or occasion that you will never forget. Use the outline you wrote to tell another family member or friend about the event or occasion. Answer any questions they may ask.

Activity 2

Ask your family member or friend to describe an event or experience they will never forget. Listen carefully as they speak. Then ask them questions to get more information.

Examples:

- Who else was with you that time?
- What were you wearing?
- How did you feel when...?
- What did you say?

Activity 3

Use the outline below to write down the main points that you remember from what your friend or family described to you in Activity 2. Then if you have any more questions, ask for the answers.

See	Hear	Smell	Taste	Touch
Feelings:				

Lesson Title: Synonyms	Theme: Grammar
Practice Activity: PHL-08-073	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to replace words in a passage with synonyms.

Overview

When you sit your BECE exams, you may be asked to substitute a word in a passage with a synonym. **Synonyms** are words with the same or similar meanings. When you substitute a word in a passage with a synonym, you need to identify a synonym that does not change the meaning of the sentence.

Example:

- Sentence: I was **mad** at my brother for tearing my book.
- Incorrect synonym: I was **crazy** at my brother for tearing my book.
- Correct synonym: I was **angry** at my brother for tearing my book.

Even though 'mad' has two meanings – 'crazy' and 'angry' – 'angry' is the correct synonym in the above example, because it does not change the meaning of the sentence.

Practice

Activity 1

Identify synonyms for the following words.

1. sad
2. few
3. gradually
4. cheery
5. clever

Activity 2

Replace the words in **bold** in the sentences with an appropriate synonym from the word bank below.

famous	Wicked	tidy	strange	lively	ill	centre
--------	--------	------	---------	--------	-----	--------

1. I like to keep my bedroom **neat**.
2. Your younger sister is a **playful** little girl.
3. This book has been written by a **well-known** author.
4. Please keep the dish in the **middle** of the table.
5. The magician seemed like a **weird** man.
6. Not all stepmothers are **evil**.
7. The doctor was treating many **unwell** patients.

Activity 3

Rewrite the following passage by substituting the words **in bold** with appropriate synonyms. One day, as I was **running** to school, I saw a **woman** standing under a tree. She was **crying**. I asked her what the **matter** was. She looked at me **gloomily** and said, 'I lost my son. I was **purchasing** meat at the shop nearby. When I turned around, he was **missing**!' I offered to help the lady. We started **looking** for her son near the shop. Suddenly, we heard, 'Mumma! Mumma! Where were you?' It was a little five-year-old boy. He looked **afraid**. 'Where were you?' asked the mother. 'I hid **below** the table at the **shop**', he said. 'I thought you would find me!' 'Never play such games again!' **yelled** the mother.

Lesson Title: Antonyms	Theme: Grammar
Practice Activity: PHL-08-074	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify and provide words that are opposite in meaning to words in a passage.

Overview

Synonyms are words with the same or similar meanings. **Antonyms** are words with opposite meanings. A word can have more than one synonym. It can have more than one antonym too. Look at the examples in the table below.

Word	Antonym	Word	Antonym
clever	foolish, unintelligent	big	small, minor
kind	mean, nasty	cheap	expensive, generous
near	far, distant	hard	soft, easy

When identifying the antonym of a word in a sentence, make sure that you read the sentence carefully so that you choose the correct antonym for the context.

Example:

- Sentence: That exam was very **hard**.
- Incorrect antonym: That exam was so **soft**.
- Correct antonym: That exam was very **easy**.

'Hard' has two meanings – 'difficult' and 'a tough material'. In the above example, 'easy' is the correct antonym because it fits the sentence.

Practice

Activity 1

Identify antonyms for the following words.

1. interesting
2. absent
3. old
4. above
5. agree
6. together

Activity 2

Replace the words in **bold** in the following sentences with an appropriate antonym from the table below. The antonym should change the meaning of the sentence.

kind	obedient	weak	lost	untidy	leave	safe
------	----------	------	------	--------	-------	------

1. I like to keep my bedroom **neat**.
2. I was a **naughty** pupil.
3. The king was a **cruel** man.
4. This beach is a **dangerous** place to walk at night.
5. Can you please help me **join** your music group?
6. My grandfather used to be a **powerful** man.
7. I cannot believe we **won** that contest!

Activity 3

Rewrite the following passage by substituting the words in **bold** with antonyms. The meaning of the passage should change.

Long ago, my parents and I went on a vacation. We went to this **far-off** place by the ocean. We saw **tall** trees and **large** houses. **Few** tourists visit this place. The villagers told me that they **rarely** get to meet people from the city. The climate of the place was such that everything was **dry**. There was a well there that was **useless** because it was mostly **empty**.

Lesson Title: Spelling and Dictation	Theme: Reading, Listening and Speaking
Practice Activity: PHL-08-075	Class: JSS 2



Learning Outcomes

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

1. Recall facts from a text.
2. Pronounce new words.

Overview

When you listen to new information, you can take notes to help you remember the important points. Even if you do not take notes, try to pay attention to the most important facts and details when someone is speaking. You might also hear new words. When you hear new words, think about how they sound and try to spell them correctly. The more you listen carefully when someone is speaking, the more likely you are to get the spelling and meaning of new words correct.

Practice

Activity 1

Read the following text aloud. Try to read the new words aloud clearly and with correct pronunciation.

The Pyramids of Egypt

The Pyramids of Egypt are one of the seven wonders of the world. They are among the most ancient structures to exist in the world. Egypt is a country in north-east Africa. The rulers of Egypt were called the Pharaohs. When Pharaohs died, people believed that they needed things to be buried with them to succeed in their afterlife. For this reason, they built the pyramids. This is where the Pharaohs were buried along with their precious things.

There are 138 pyramids in all. The largest of them, the Pyramid of Khufu, also known as the Pyramid of Giza, is more than 480 feet tall. The pyramids are mostly made up of limestone. They have very heavy blocks of stones set in a design that gives the structure a pyramid or triangular shape.

Inside the pyramids, the Egyptians kept lots of treasure and valuables that they thought a Pharaoh would need in the afterlife. The main chamber was where the Pharaoh was buried. Relatives were buried in small rooms nearby. The walls of the pyramids were covered with writings and carvings.

Activity 2

Answer the comprehension questions about the text.

1. What is the text about?
2. Who were the Pharaohs?
3. Why did Egyptians keep valuables next to the Pharaoh's place of burial?
4. How do the pyramids look?
5. Apart from the Pharaoh's body, what else was kept in the pyramids?

Activity 3

Write a synonym for each of the following words from the text.

1. ancient
2. structures
3. precious
4. largest
5. chamber

Lesson Title: Revision of Possessive Adjectives	Theme: Grammar
Practice Activity: PHL-08-076	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify and use possessive adjectives that come before nouns in sentences.

Overview

Adjectives are words that are used to describe nouns. Examples: **big** car, **young** girl, **red** flower.

Possessive adjectives are adjectives that are used to show belonging. They tell us who something belongs to.

Examples:

- This is **my** bag. (singular)
- This is **your** bag. (singular and plural)
- This is **his** bag. (singular)
- This is **her** bag. (singular)
- This is **our** bag. (plural)
- This is **their** bag. (plural)

Practice

Activity 1

Identify the possessive adjectives in the following sentences and the nouns they are describing.

Example: Nusrutha looked for her friend.

Answer: Possessive adjective – her; noun it describes –friend

1. Abdul picked up his pencil.
2. I like my school. It is a nice school.
3. Is this your bicycle?
4. The parents are looking for their son.
5. This playground is ours and we should look after our things.

Activity 2

Fill in the blanks with appropriate possessive adjectives.

1. My father bought this new book for me. It is _____ book.
2. Tom brought a girl to class. The teacher said that the new girl is _____ sister.
3. I saw Maliki take the toy. So, it must be _____ toy.
4. My parents were looking for the mobile phone that belongs to them. This must be _____ phone.
5. Memuna has a red prayer book. This is _____ prayer book.

Activity 3

Correct the possessive adjectives in the following paragraph.

I like to do mine homework on time. This is because I take their examinations seriously. My brother does not study for examinations. He does not seem to care about her scores. I have tried explaining to him that everyone must take care of your future. It is in her hands.

Lesson Title: Review of Possessive Pronouns and Possessive Adjectives	Theme: Grammar
Practice Activity: PHL-08-077	Class: JSS 2

 Learning Outcome By the end of the lesson, you will be able to revise possessive pronouns and possessive adjectives.
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Overview

A **possessive adjective** is an adjective that is used to show ownership. It comes before a noun in the sentence and lets us know to whom the noun belongs.

Possessive pronouns are different from possessive adjectives. Possessive pronouns are also used to show ownership, but they stand alone and replace the noun in a sentence. The possessive pronouns are:

- mine
- yours
- his
- hers
- its
- ours
- theirs

The key difference to remember is that possessive adjectives come before the noun in a sentence whereas possessive pronouns stand alone. Look at the examples below:

Sentences with Possessive Pronouns	Sentences with Possessive Adjectives
This book is mine .	This is my book.
That shirt is his .	That is his shirt.
This meal is yours .	This is your meal.

Practice

Activity 1

Identify the possessive pronouns in the following sentences.

1. This essay is mine. I wrote it in my exercise book yesterday.
2. Is this plate yours?
3. Which of these houses is theirs?
4. Bintu is a good painter. This beautiful painting must be hers.
5. These rice fields belonged to my grandfather. Now they are ours.

Activity 2

Read the following sentences and fill in the blanks with appropriate possessive pronouns.

1. My father bought this new table for our family. It is _____.
2. My parents will decide what to do with their savings. It is _____.
3. Zainab is arguing with me over this doll. She thinks this doll is _____.
4. These shoes have your name in them. So, I know these shoes are _____.
5. My grandfather takes good care of the old watch. It is _____.

Activity 3

Rewrite the following sentences by removing the possessive adjectives and using possessive pronouns instead.

Example:

Sentence with possessive adjective: This is **my** shirt.

Sentence with possessive pronoun: This shirt is **mine**.

1. The blue one is my boat.
2. That is your classroom.
3. That is their teacher.
4. This is her cat.
5. That is his bus ticket.

Lesson Title: Continuous Reading of the Prose Text	Theme: Reading
Practice Activity: PHL-08-078	Class: JSS 2



Learning Outcomes

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

1. Read aloud purposefully, with fluency and understanding.
2. Interpret the messages and morals of stories.

Overview

Prose is any writing that is made up of sentences and paragraphs and follows the regular structure of writing. Poems are not prose. When you read something aloud, you need to read it with expression and intonation. You need to be fluent.

When you read a story, pay attention to the message that the writer is trying to share. The **moral** of a story is the lesson. Think about what the characters learn from the events of the story.

Practice

Activity 1

Read the following story and answer the comprehension questions.

The Walk Back Home

One day, a trader from a village and his son decided to go to the city to sell some goods. The goods included clothes, spices and some toys that the trader's family had made. They decided to carry the goods on a horse. They went to the city, managed to sell everything and were returning home happily.

They were both exhausted after a long day, so they decided to ride on the horse. The people on the road started commenting, 'Look at this heartless father and his son putting all their weight on one poor little horse! How cruel!' The father indeed felt bad and got off the horse. Now it was only the son riding on the horse.

After some time, they heard people commenting, 'Look at this son! No respect for his father, making his old father walk while he sits comfortably. He is young and healthy. He should be walking, not his father!' On hearing this, the father and son exchanged places. Now the father was riding the horse.

After some time, they heard people comment, 'What an unloving father! He rides on the horse while his little son has to walk along in this scorching heat!' The father also got off the horse. He turned to his son and said, 'People will keep saying things. Let us just walk beside the horse.' They walked for some time. Then they heard people comment, 'What fools these two are! Both walking tired in this heat when they could easily be riding on the horse!'

Comprehension Questions

1. Why did the father and son go to the city?
2. Why did the father and son ride together on the horse?
3. What did people say when only the son was riding on the horse?
4. What did people say when only the father was riding on the horse?
5. Why were people laughing at the father and the son?
6. What is the moral or lesson learnt from this story?

Activity 2

Find a synonym for each of the following words in the passage.

1. merchant
2. things
3. tired
4. remarked
5. swapped
6. burning

Lesson Title: Continuous Reading of the Prose Text (Continuation)	Theme: Reading
Practice Activity: PHL-08-079	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to answer comprehension questions from the prose text.

Overview

When you read a new text, remember to identify new words. You can usually understand their meaning by how they are used in the text. This will also help you answer comprehension questions.

In any examination when you have to read a text, there are **comprehension questions**. These questions test whether or not you have understood the text. Sometimes, you may have to read the text many times to determine the answer. Some questions are **literal**. This means that the answer can be found in the text. For example, 'Who is the story about?' Other questions are **inferential**. To answer these questions, you need to understand the text and also use your own background knowledge to answer. For example, 'Why do you think the farmer decided to stop growing maize?'

Practice

Activity 1

Read the following text and answer the comprehension questions.

A Journey to the Centre of the Earth¹ – A Summary

Professor Otto Lidenbrock finds an ancient text from Iceland. His nephew Axel helps him translate the text. According to the ancient text, it is possible to reach the centre of the earth! Immediately, Otto and Axel leave for Iceland, find a guide named Hans, and set out for the volcanic crater that is supposed to be the entry-point to the centre of the earth.

Despite bad weather making their journey difficult, the trio finally manages to enter the crater. After climbing down, the group starts to encounter all of the terrors and wonders. They find natural gas, underwater rivers, and vast caves that allow for people to communicate even when they are at a great distance from each other.

As the journey reaches its climax, the three men find dinosaurs doing battle, as well as other ancient creatures that do not live on earth anymore. Battling all these problems, they journey through the centre of the earth in a flood and come out on the other end through Italy.

Comprehension questions

1. Which of the following is the story about?
 - a. a romantic relationship
 - b. a funny incident
 - c. science and adventure
2. Why does Professor Lindenbrock need his nephew Axel?
3. What is earth like underneath, based on the summary of the book?
4. How does the trio's journey end?
5. Would you like to read this book? Why?

Activity 2

Find a synonym for each of the following words in the passage.

1. old
2. teacher
3. quickly
4. a group of three people
5. end
6. overcoming

Lesson Title: Question Types	Theme: Grammar
Practice Activity: PHL-08-080	Class: JSS 2



Learning Outcomes

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

1. Identify question types.
2. Write sentences using question types.

Overview

When you ask questions, sometimes you expect a one-word answer and sometimes you expect an answer in a few sentences. The answer depends on the type of question. There are five main types of questions.

Question Type	Example Question	Example Answer	Form
Yes/No questions	Do you want to read this book?	Yes, I do. No, I do not.	Do/Does/Can + subject/person + verb
Choice question	Do you want chicken or fish?	I want fish.	Would/Do/Does + subject/person + verb + choice
WH questions (Where, Why, What, Who and How)	What do you like about your school?	I like that my school helps us do better in sport and other activities.	What/Where/Why/What/Who/How +
Question tags	You like your school, don't you? You don't like your school, do you?	Yes, I do. No, I don't.	Positive statement + negative tag Negative statement + positive tag
Indirect question	She asked me how I made the cake.	I told her I made it in the oven.	Subject/person + asked + object + statement

Practice

Activity 1

Identify the type of question for each of the following questions.

1. Do you have an extra coat?
2. Amad asked his mother if he could go cycling.
3. How do you make your tea?
4. Would you like to go to sleep now?
5. Should we go to the mountains or the beach for a vacation?
6. You study geography in school, don't you?
7. What do you want to become when you grow up?
8. Is your bicycle blue or black in colour?
9. Does Sampa know how to swim?
10. Sampa does not know how to swim, does she?

Activity 2

Use the words below to make the type of question in brackets.

Example:

You, train, bus (choice question)

Example question: Will **you** take the **train** or the **bus**?

1. She, classical music, pop music (choice question)
2. He, his sister, borrow, colour pencils (indirect question)
3. You, going, market (Yes/no question)
4. Hassan, not, come, school (WH question)
5. She, scored, well, Maths (negative question tag)
6. She, scored, well, Maths (positive question tag)

Activity 3

Ask a friend or family member about their life. You must ask them at least one question of all five types. Write five questions and then note the answers they give below your question.

Example:

Question: How did you know that you wanted to become an engineer? (WH question)

Answer: I liked studying how things are made.

Lesson Title: Descriptive Composition	Theme: Writing
Practice Activity: PHL-08-081	Class: JSS 2



Learning Outcomes

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

1. Identify the features of a descriptive composition.
2. Develop the outline for a descriptive composition.

Overview

To **describe** something means to explain something and give details about it. A **descriptive composition** is a piece of writing in which you describe a thing, a process, a person or an event. When you write a descriptive composition, remember to:

- create a picture of a person, place, thing, memory or experience
- use colourful language
- use adjectives and adverbs to make your writing more interesting
- involve the five senses (sight, sound, taste, smell, touch)

Practice

Activity 1

Use the following outline to organise your main ideas for a descriptive composition. You can choose any one of the following topics:

1. My brother or sister's personality
2. What my house looks like
3. My most memorable holiday or trip

Title: Grab the reader's attention to tell them what you are writing about.
Introduction: Introduce your readers to the subject you are describing.
Main body: <ul style="list-style-type: none"> • Use your five senses — seeing, hearing, smelling, tasting and touching — to give the details of your subject. • Use adverbs and adjectives to make it interesting.
Conclusion: Give your thoughts on the subject.

Activity 2

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

- an interesting title that captures the reader's attention
- an introductory paragraph that introduces the reader to the topic
- a body that describes the subject in detail
- adjectives and adverbs to describe the subject properly
- a conclusion with your thoughts on the subject
- correct spelling and grammar

Lesson Title: Descriptive Composition (Continuation)	Theme: Writing
Practice Activity: PHL-08-082	Class: JSS 2



Learning Outcomes

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

1. Develop the paragraphs of a descriptive composition.
2. Write a descriptive composition.

Overview

A **descriptive composition** is used to create a picture of a person, place, thing, memory or experience. It has a title, introductory paragraph, a body with details and a conclusion.

The following are phrases you can use to help you write a descriptive composition:

- Introduction
 - Once,...
 - Last year,...
 - A long time ago, I...
 - I have been living in my house for...
- Main body:
 - It was strange/terrible/difficult because I...
 - So,...
 - Then,...
 - After that,...
 - Next,...
- Conclusion:
 - In the end, I realised that...
 - I feel that...
 - Finally,...

Practice

Activity 1

Use your completed outline from the previous lesson to write a descriptive composition on the topic you chose. It should be between 150 and 200 words.

Activity 2

Underline and identify all the adjectives and adverbs you have used in your composition.

Activity 3

Check your composition to see if you have included the following:

- an interesting title that captures the reader's attention
- an introductory paragraph that introduces the reader to the topic
- a body that describes the subject in detail
- adjectives and adverbs to describe the subject properly
- a conclusion with your thoughts on the subject
- correct spelling and grammar

Lesson Title: Pronunciation	Theme: Listening and Speaking
Practice Activity: PHL-08-083	Class: JSS 2



Learning Outcomes

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

1. Identify and produce vowel sounds.
2. Differentiate between different vowel sounds.

Overview

There are five vowels in the English language: a, e, i, o, u. All English words have vowels. There are two types of vowel sounds: **short vowel sounds and long vowel sounds**.

- /i/ – short vowel sound
Examples: in, kin, pin, tick, brick
- /i:/ – long vowel sound
Examples: tiger, iron, rhyme

As you can see, the long vowel sound /i:/ can also be represented by other letters such as ‘y’ and ‘uy’. When you look at a word with an ‘i’ in a dictionary, it will tell you whether the word is supposed to be pronounced with a short vowel sound or a long vowel sound.

Examples:

- /pin/: short vowel sound
- /ti:ger/: long vowel sound

Practice

Activity 1

Read the following words aloud and identify whether they have a short /i/ or long /i:/ sound.

1. right
2. fit
3. kite
4. mine
5. timber
6. limp
7. find
8. decide
9. pitch
10. stink
11. lie
12. buy
13. finish

Activity 2

Read the following sentences aloud. Pay attention to the correct pronunciation of short /i/ and long /i:/ sounds in the sentences.

1. We need to light a fire.
2. Is your sister coming?
3. Hajah lifted her bag.
4. The rhino killed the small animal with its foot.
5. Bring a dish with you when you come to dine.
6. Don't you wish you had a kind boss?
7. The sun is shining brightly.
8. There is something in my eye.
9. We need a tour guide.
10. That man was a spy.

Activity 3

Write a list of five words with the short /i/ sound and five words with the long /i:/ sound. They should not be one of the words you have already read in the lesson.

Lesson Title: Prose	Theme: Reading
Practice Activity: PHL-08-084	Class: JSS 2



Learning Outcomes

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

1. Read aloud with fluency.
2. Summarise reading passages.

Overview

When you read prose, you should try to read fluently. This means that you are able to read with appropriate speed and expression without making mistakes.

When reading any text, it is important to be able to summarise it. A summary gives the most important information from the text in your own words.

To write a summary, do the following:

- Identify the main ideas and events.
- Think about the WH questions – who, what, where, when, why, how.
- Identify the key words or the most important words.

Practice

Activity 1

Read the following story and answer the comprehension questions.

When My Parents Were Locked Out

One day, my parents had to go to a party. I was ten years old and my younger sister was only four years old. My parents told me to lock both the house doors from the inside. They warned me not to let anybody else in unless the person was a family member. After many instructions, they finally left for the party.

My sister and I ate our dinner, finished our homework and then watched some television. Soon, she fell asleep. I fell asleep as well. Suddenly, I woke up to see my mother standing next to my bed. I was shocked. How did she enter?

Comprehension questions

1. What is the story about?
2. Summarise the story in three or four sentences.
3. How old was the writer when this incident happened?
4. Why was the writer shocked?
5. How do you think the mother entered the house?

Activity 2

Identify whether the words in **bold** are nouns, adjectives or adverbs.

1. One day, my parents had to go to a **party**.
2. **My** parents told me to lock both the house doors from inside.
3. After many instructions, they **finally** left for the party.
4. My sister and I ate our **dinner**.
5. I was **shocked**.

Lesson Title: Prose (Continuation)	Theme: Reading and Writing
Practice Activity: PHL-08-085	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to answer objective questions on the text.

Overview

There are two types of questions you may be asked to answer in an examination.

Objective questions are questions where the answers are given clearly and obviously in the text. They only have one correct answer.

Examples:

- What is the capital of Sierra Leone?
- Is Earth round or flat?

Subjective questions ask for reasons or opinions. These questions can have more than one answer.

Examples:

- Why is History your favourite subject?
- Why do you think the writer of the story gives it a sad ending?

Practice

Activity 1

Read the following text and answer the comprehension questions. This is a different version of the story from the previous lesson.

When My Parents Were Locked Out

One day, my parents had to go to a party. I was ten years old and my younger sister was only four years old. This was the first time my parents were leaving us alone in the house. My mother was especially worried. My father tried to calm her down by reminding her that they were going away for only three hours and would be back by 11pm.

My parents told me to lock both the house doors from the inside. They warned me not to let anybody else in unless the person was a family member. After many instructions, they finally left for the party. My sister and I were excited. At last, the house was ours! We could do anything!

My sister and I ate our dinner and finished our homework. Then we decided to watch some television, which we were usually not allowed to do. My sister quickly fell asleep because it was late and past her bedtime. I decided to continue watching TV but I fell asleep as well.

Next thing I knew, I woke up to see my mother standing next to my bed. I was shocked. How did she enter? Had I left a door unlocked? Did she never leave the house? Oh no! Did she see us watching television?

My mother did not seem too angry. Instead, she seemed amused. There was a slight smile on her face. 'You were really sleepy, weren't you?' she said. I was still shocked so I kept quiet. Then my father entered the room and explained what had happened.

After I fell asleep, they returned home and rang the doorbell many times. Neither my sister nor I heard that. They then called the neighbours and screamed out our names while ringing the doorbell. We still did not wake up. They were also calling the phone at home from the neighbour's house. My father went as far as climbing on top of the fence and shouting our names from there. We still did not wake up. Finally, they had to break open the door. The most interesting part is that as soon as my mother entered the room and called my name softly, I woke up!

Comprehension questions

1. Why was the writer's mother worried before the party?
2. What main instruction did the parents give the children before leaving?
3. Why were the children excited when the parents left the house?
4. Why does the mother think that the writer was 'really sleepy'?
5. Why is the last sentence the most interesting part?

Activity 2

Answer the following objective questions from the text.

1. What time were the parents supposed to return home?
2. How many house doors did the parents ask the children to lock?
3. Which two things did the children do before watching television?

Activity 3

Identify whether the following statements are true or false.

1. The parents were leaving the children alone at home for the very first time.
2. The mother was annoyed when she entered the house.
3. The children woke up when they heard their father screaming from the terrace.
4. The writer woke up as soon as the mother called his or her name softly.

Lesson Title: BECE Requirements	Theme: Reading and Writing
Practice Activity: PHL-08-086	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to list the requirements of the English Language section of the BECE exam.

Overview

BECE stands for **Basic Education Certificate Exam**. You will be required to take this examination at the end of JSS 3. It comprises two papers. If you pass this exam, you can go to a senior secondary school or vocational school. Otherwise, you will need to retake the exam.

The BECE will test you on the following areas of English language:

- **Lexis and structure:** tenses, concord/agreement, conditional sentences, vocabulary e.g. phrasal verbs/general vocabulary, passive and active forms, direct and reported speech, question and answer tags, phrases and clauses, idiomatic expressions, parts of speech
- **Literature:** basic characters/roles, themes, literary devices e.g. symbols, imagery, etc., subject matter, setting, plot
- **Essay writing:** letters – formal and informal, narrative/descriptive, exposition (describing processes), speech, argument/debate, article, report, agenda, minute writing, letters to the press, essay should of at least 250 words
- **Comprehension:**
 - Types of passages: the use/meaning of certain words and expressions in relation to their context; the understanding of the whole or part of the passage
 - Types of passages: dialogue or conversation, narrative, descriptive, explanation of a process, giving directions or instructions
 - Read an unseen passage and answer questions on it.

Practice

Activity 1

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

1. BECE is sat by pupils at the end of JSS 2.
2. The results from the BECE determine if you can go to a senior secondary school.
3. The BECE examination will test your knowledge in English language under two learning areas only.
4. In the BECE exam, your essay needs to be less than 250 words.
5. You will have to know how to write a formal and an informal letter for BECE.
6. There will be an unseen passage on the BECE, which you will read and answer questions on.

Activity 2

Look at the table below. It is organised into four columns: lexis and structure, literature, essay writing and comprehension. Read the list of topics below and put them in the appropriate column in the table.

1. an unseen narrative passage
2. formal letter writing
3. reading an unseen dialogue
4. question tags
5. understanding basic characters in a story
6. literary devices — metaphors, similes, alliteration, assonance
7. speech writing
8. plot
9. parts of speech
10. direct and reported speech
11. explanation of a process
12. understand the meaning of words using context clues

Lexis and Structure	Literature	Essay Writing	Comprehension

Lesson Title: Review Types of Dramas	Theme: Reading
Practice Activity: PHL-08-087	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to compare and contrast comedy and tragedy.

Overview

Dramas or plays are texts that are meant to be performed in front of an audience. In other texts, you find out what happens based on what the writer writes about events that happen and how the characters feel. In dramas, you find out what happens from what the characters say and do.

Two popular types of dramas are comedy and tragedy. They both originate from Ancient Greece during the 5th century BC.

- A **comedy** makes you laugh. The story is based on characters that you can relate to and everyday situations such as romance. Ridiculous and funny things happen to the main characters, who are usually like everyday people. Often at the end of the play, they become heroes and heroines by being clever and intelligent. A comedy is not too serious and usually has a happy ending.
- A **tragedy** is one of the oldest forms of drama. It shows the suffering of human beings and the problems they face in life. The story is usually based on noble and brave heroes and heroines of high status rather than everyday people. The main characters suffer a lot and may even die. Tragedies do not usually end happily. One of the greatest tragedies ever written is the romance of Romeo and Juliet, who both die tragically because of their love for each other.

Practice

Activity 1

Think about one tragic story and one funny story you have read or heard. Write a summary of each in your exercise book.

Activity 2

Identify whether the following plot summaries are comedies or tragedies.

1. A man and his friend dress up as women to enter a women's function at the royal court. They meet two women and fall in love. However, they must impress the women's families to marry them. Through a series of tricks and plans, they win the affections of the families and marry the women they love.

2. A man and woman are friends and have loved each other since they were children. However, their families are enemies and against their marriage. The woman begs her brother to convince her family to permit the marriage. But the brother pays no attention to her. Instead, he gets her married to an evil man. The woman is devastated and stops speaking forever. She vows to never speak until she is with her love. Her husband tries to get her to break her vow by telling her that her love died. When she hears the news, the woman has a heart attack and dies. When her love hears what happened, he kills her husband.
3. Amad, a very clever man, wants to become rich. However, he is uneducated and cannot get jobs anywhere. So, he pretends to be someone else and gets a job at a business firm. There, he is the best employee and gets promoted quickly. Whenever people question his university qualification or his education, he distracts them and makes them laugh and forget about it. Finally, he decides he has enough money and wants to retire in a quiet, peaceful place. So he takes all his money and leaves town overnight to find his new home without anyone knowing how he had fooled them.

Lesson Title: Review Types of Dramas (Continuation)	Theme: Reading
Practice Activity: PHL-08-088	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to compare and contrast comedy and tragedy.

Overview

Comedies are stories that make us laugh. They are usually about characters we can all relate to and usually have a happy ending. **Tragedies** are more dramatic stories where human suffering is shown and the characters face great challenges. They generally have a sad ending. The language used in a play can help you identify whether it is a tragedy or comedy. The mood of a comedy is light and the story is often funny and ridiculous. A tragedy is more serious and the mood is dark and dramatic.

Practice

Activity 1

Identify whether the following statements about comedies and tragedies are true or false.

1. Comedies make people laugh.
2. Comedies have a serious mood and tone.
3. In comedies, the endings are usually happy.
4. Comedies mostly have characters that are normal everyday people.
5. Tragedies mostly have happy endings.
6. Many tragedies have characters that are kings, royalty or noblemen.
7. Tragedies make people feel cheerful and happy.

Activity 2

Identify whether the following summaries of plays are comedies or tragedies.

1. Amad and his wife are poor farmers who live in a village. Amad decides to go to the city to earn some money as a labourer. His ten-year-old son insists on going with him. Amad thinks that in the city people will help him and he will make enough money in a few months to return home. On reaching the city, Amad and his son realise that living in a city is tough and that the people are not helpful. Amad finds it very hard to get a job and has to work day and night to earn enough to even eat. Meanwhile, his son, hungry and fed little, falls sick. Amad takes him to the local hospital where he dies. Extremely sad and devastated, Amad returns to the village.

2. Two boys are fed up with their older brother. The older brother always bosses them around and always tells them what to do. So, they make a plan to trouble him constantly to teach him a lesson. They try many things – they break all his pencils, they hide his favourite balls and books, they quietly eat up his share of the meals, they even puncture the tyre of his bicycle. But none of this works! That is because the older brother realises what the two younger ones are up to. He never lets them see that he is troubled. No matter how much they trouble him, he continues smiling. This annoys the two younger brothers and they give up. The older brother also realises that he should be kinder to his brothers and starts being nicer to them.

Activity 3

Read the following plot. It is incomplete. Complete the plot in 4–5 sentences. In one case, make it a comedy, and in another, make it a tragedy.

- A poor man falls in love with the daughter of a very rich man. He tells her about his love and she agrees to marry him. But they are both scared of her father...

Lesson Title: Review of Verbs	Theme: Reading
Practice Activity: PHL-08-089	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify and use verbs in sentences in several tenses.

Overview

Verbs show action or a state of being and the time of that action or state – past, present or future.

Examples:

- I **was walking** to school.
- He **is** fine.
- You **will read** a book.

Sometimes, verbs are used in their **infinitive form**. This is the most basic form of a verb. When you look for a verb in the dictionary, it will be written in the infinitive. Verbs in their infinitive form usually follow the word 'to'. When 'to' is used with a verb, it is a sign that the verb is in its infinitive form. When 'to' is used with a verb it is not a preposition.

Examples:

- He likes **to read**.
- I need **to do** my homework.

Practice

Activity 1

Identify the verbs in the following sentences.

1. I jumped off the bed.
2. The children are swinging.
3. We danced all night long.
4. Momodu and Sawie are laughing at a joke.
5. Babah found a cave in the jungle.

Activity 2

Fill in the blanks with an appropriate verb from the options below.

forgot	left	is washing	wipe	enjoy
--------	------	------------	------	-------

1. I _____ for work on time today.
2. The child _____ her hands with soap.
3. You need to _____ the table with a wet cloth.

4. I _____ reading books about adventure.
5. The old lady _____ her neighbour's name.

Activity 3

Identify whether the following sentences are in the present, past or future tense.

1. We **rode** on a scooter for the first time today.
2. I always **eat** fruit after my dinner.
3. The pupil **answered** all of the questions.
4. Brima **will invite** you to the function.
5. You **are singing** very well now.

Activity 4

Write a sentence for each of the following verbs. You can use any verb tense.

1. to love
2. to run
3. to paint
4. to fight
5. to hold

Lesson Title: Review of Verb Tenses (Continuation)	Theme: Grammar
Practice Activity: PHL-08-090	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify the use of verb tenses in writing.

Overview

Tense is the form a verb takes to show when an action or state happened. There are three main tenses:

- The **present tense**, for actions that are happening in the present
- The **past tense**, for actions that happened at a certain time in the past
- The **future tense**, for actions that have not yet happened

The table below revises the different tenses you have studied using the verb 'to enjoy'.

Simple Present	Present Continuous	Simple Past	Past Continuous	Simple Future	Future Continuous
I enjoy the music on the radio.	I am enjoying the music on the radio.	I enjoyed the music on the radio.	I was enjoying the music on the radio.	I will enjoy the music on the radio.	I will be enjoying the music on the radio.

With **irregular verbs**, the spelling of the verb changes in some tenses. The table below revises the different tenses you have studied using the irregular verb 'to run'.

Simple Present	Present Continuous	Simple Past	Past Continuous	Simple Future	Future Continuous
I run to school.	I am running to school.	I ran to school.	I was running to school.	I will run to school.	I will be running to school.

Practice

Activity 1

Identify the tenses of the verbs **in bold**.

1. The child **will talk** to his mother.
2. I **was searching** for my compass.
3. The teacher **complimented** the pupil on her good performance.
4. The actor **is acting** well.
5. I **will be sleeping** when you arrive.

Activity 2

Fill in the blanks in the following sentences using the irregular verbs given below.

began	drank	Found	speaking	slept
-------	-------	-------	----------	-------

1. I _____ all the lemonade you left on the table.
2. My parents were _____ to my teacher about my performance.
3. The race _____ at 8am.
4. The poor girl _____ outside that night.
5. You _____ the examination hall just in time!

Activity 3

Rewrite the following sentences in the tense in brackets. Change the tense of the verbs **in bold**.

1. The dog **barked** at the stranger. (past continuous)
2. I **am cooking** my dinner. (future continuous)
3. She **read** her favourite book. (present continuous)
4. You **will sell** clothes. (simple present)
5. He **will be attending** the event. (simple past)
6. Foday **was swimming** in the lake. (simple future)

Lesson Title: Reading Comprehension Prose	Theme: Reading
Practice Activity: PHL-08-091	Class: JSS 2



Learning Outcomes

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

1. Identify and decipher new words in a comprehension passage and find synonyms for them.
2. Answer comprehension questions on the text.

Overview

When you read a text, try to understand the meaning of new words using **contextual clues**. Contextual clues are other words and phrases in a text that give you clues or hints about the meaning of a new word.

Example: The crying girl was extremely sad and **devastated**.

Here, the unknown and new word is 'devastated'. To try to determine its meaning, look at other words in the sentence, such as 'sad' and 'crying'. Now you know that 'devastated' probably means to be very sad. To check if you are correct, you can always use a dictionary.

Practice

Activity 1

Read the following passage and answer the comprehension questions. Identify any new words in the text.

Examination Timetable

When my examinations are nearing, I like to prepare a timetable to make sure that I have enough time to study everything. I need to study well before the examination to be able to do well. Otherwise, I become nervous and anxious. I try to follow my timetable strictly for one month. Usually, I limit my time to meet with friends to only one hour in the evening. It is quite challenging because my friends love to play. They insist and plead for me to stay longer. But I make sure that I reach home on time.

In my experience, it is most beneficial and helpful to study early in the morning. The mind is well-rested and relaxed then. It does take some effort to wake up early, but once you make a habit of it, it becomes easier. After returning from school, I first finish my homework to get it done. Then I focus on subjects and topics that I am uncomfortable or unfamiliar with. These are the topics I need to study a lot and revise to perfect.

Comprehension questions

1. What is the passage about?
2. Why does the writer like to make a timetable before the examinations?
3. How does the writer feel if he or she does not study properly before examinations?
4. Why does the writer like to study in the morning?
5. What do you study first when your examinations are approaching? Difficult topics or easy topics?

Activity 2

The following words have been taken from the passage. Use contextual clues from the passage to identify a synonym for each. If you cannot think of a word, you can explain the meaning using phrases.

1. anxious
2. insist
3. beneficial
4. unfamiliar
5. revise

Activity 3

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

1. When my examinations **are nearing**, I like to prepare a timetable to make sure that I have enough time to study everything.
2. Otherwise, I **become** nervous and anxious.
3. It **does** take some effort to wake up early, but once you make a habit of it, it becomes easier.

Lesson Title: Reading Comprehension Prose (Continuation)	Theme: Reading
Practice Activity: PHL-08-092	Class: JSS 2



Learning Outcomes

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

1. Read and discuss the main ideas from a selected text.
2. Write a summary of the text read.

Overview

After you read a text, you need to be able to summarise it. A **summary** is the shortened version of a text that you write in your own words. It includes the **main ideas** of a bigger longer piece of text. Summaries help you explain what a text is about. To write the summary of any text, identify the main ideas and the most important details. Then use these to write your summary.

Practice

Activity 1

Read the following passage from the previous lesson and the comprehension questions.

Examination Timetable

When my examinations are nearing, I like to prepare a timetable to make sure that I have enough time to study everything. I need to study well before the examination to be able to do well. Otherwise, I become nervous and anxious. I try to follow my timetable strictly for one month. Usually, I limit my time to meet with friends to only one hour in the evening. It is quite challenging because my friends love to play. They insist and plead for me to stay longer. But I make sure that I reach home on time.

In my experience, it is most beneficial and helpful to study early in the morning. The mind is well-rested and relaxed then. It does take some effort to wake up early but once you make a habit of it, it becomes easier. After returning from school, I first finish my homework to get it done. Then I focus on subjects and topics that I am uncomfortable or unfamiliar with. These are topics I need to study a lot and revise to perfect.

Summary questions

1. Identify two main ideas in the first paragraph of the passage from the options given below.
 - a. The writer likes to prepare a timetable near exam time.
 - b. The writer likes to pass his exams.
 - c. The writer becomes nervous if he does not study all the time.
 - d. The writer limits the time he spends on playing with friends.
2. Identify two main ideas in the second paragraph of the passage from the options given below.
 - a. The writer thinks everyone has to study early in the morning.
 - b. The writer likes to be well-rested and relaxed when he studies.
 - c. The writer first studies topics he is uncomfortable with.
 - d. The writer likes to finish his homework on time.

Activity 2

Using the main ideas from Activity 1, write a two-sentence summary of each paragraph.

Activity 3

Write a summary of the whole passage in 4–5 sentences.

Lesson Title: Oral Description	Theme: Listening and Speaking
Practice Activity: PHL-08-093	Class: JSS 2



Learning Outcomes

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

1. Describe a process to someone else (e.g. how to sew a dress or make a basket).
2. Improve on your speaking skills.

Overview

When you tell someone how to do something, you give them **instructions**. When you describe a process or explain how to make something, the instructions should be clear and well-organised. Instructions should be given in a logical order. Tell the person you are talking to what to do, step by step. When giving instructions, the sentences can start with a verb and do not need a subject.

Example: How to Boil Water

- Bad instructions: You turn on the burner. Before that, put the pot on the stove. Also, put water in the vessel.
- Good instructions: First, take a pot and put water in it. Then, put it on the burner. Then, turn on the burner. Wait for it to boil.

Practice

Activity 1

Use the following outline to organise your main ideas for how to make something. For example, a recipe, a toy or something you use at home. You can write about anything you know how to make well.

Title: How to Make...

To make a _____, you will need...

1. First,...
2. Then,...
3. After that,...
4. Once _____ is done, add _____.
5. Finally,...

(You can add more steps if you need to.)

Activity 2

Use the outline you developed to give oral (spoken) instructions to a family member or a friend about how to make something. If possible, try to make it together. Remember to give the instructions in the correct order and speak clearly.

Lesson Title: Oral Description (Continuation)	Theme: Listening and Speaking
Practice Activity: PHL-08-094	Class: JSS 2



Learning Outcomes

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

1. Give clear directions to another person.
2. Improve on your speaking skills.

Overview

When you give someone **directions** to a place, it helps to imagine the route in your head. You must give clear instructions about where to go and how to get there. Think about the direction you want the person to go and where they should turn left or right. It is helpful to include landmarks in your directions. Landmarks are buildings and places that are well-known and easy to spot, such as a school, a famous shop or a government office.

Examples:

- Bad instructions: Walk ahead, there will be a right and after some time, my house will come.
- Better instructions: Walk straight down the road for about a minute. Then turn right where you see the meat shop on the corner. Walk for another half a kilometre until you reach the dirt road. My house is on the right with the big mango tree in front.

Here are some example phrases that can help you give directions:

- From the junction, take a right.
- Take the third right on that street.
- From the roundabout, take the second exit to get on Residency Road.
- The _____ is next to/opposite/in front of _____.

Practice

Activity 1

In your exercise book, draw the route from your house to the market or school. Try to draw all the roads, intersections and roundabouts along the way. Include important landmarks as well.

Activity 2

Use the map you drew to give oral directions to a friend or family member. Make sure you do not miss any turns, and do not forget to include the landmarks as well.

Lesson Title: Oral Description (Continuation)	Theme: Listening and Speaking
Practice Activity: PHL-08-095	Class: JSS 2



Learning Outcomes

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

1. Give someone clear oral directions and understand directions from others.
2. Improve on your speaking skills.

Overview

When you give someone **directions** to a place, try to imagine a map of that route in your head. Make sure you give details of how long to walk or drive. Remember to include as many details as possible. If you do not give enough information in your directions, it will be very difficult to find the place you are describing.

The following are some helpful phrases you can use to give directions:

- After you turn right, walk past the...
- Walk for ____ metres.
- Go over the _____. Go under the _____.
- Take a left before/after...
- Stop at the _____.
- The _____ is behind/between/ next to the _____.

Practice

Activity 1

In your exercise book, draw the route from your house to your favourite place. Then use the map to give oral directions to a friend or family member. Make sure you do not miss any turns and give landmarks as well.

Activity 2

Have your friend or family member give you directions to a place of their choice. As they speak, draw a map in your exercise book. Also draw any landmarks or buildings they mention. Have them check if you noted the directions correctly.

Activity 3

Read the examples of directions given below. Identify which ones are good directions and which are bad.

1. Just walk a little. The school is very close by. It is not too far. You will be able to spot it easily.
2. Walk for another five minutes along this road. You will see the school on your left.
3. Drive for about 2–5 kilometres till you reach a group of houses. My house is between the Children’s Village School and the Newspaper Office on Amara Street.
4. Drive for about 2–5 kilometres till you reach a group of houses. One of those houses in min

Lesson Title: Poetry	Theme: Reading
Practice Activity: PHL-08-096	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to read and interpret the symbols in a poem.

Overview

Poems often use **symbols**. In a poem, symbols are words that mean or represent something else. Some common examples of symbols:

- The colour white often symbolises peace.
- The colour red often symbolises love or war.
- The colour yellow often symbolises happiness.
- The colour black often symbolises death.
- A lion often symbolises strength or power.
- A tree often symbolises wisdom.

Practice

Activity 1

Read the following poems and answer the comprehension questions.

The first poem was written by William Wordsworth, a British poet, and was published in 1807. It talks about the joy he feels every time he sees a rainbow. The second poem was written by Rabindranath Tagore, an Indian poet, when India was under British rule. In this poem, he is trying to give Indians the message that they should have free and independent thinking and not stay under the rule of the British.

My Heart Leaps Up¹

By William Wordsworth

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is father of the Man;

And I could wish my days to be

Bound each to each by natural piety.

Freedom²

By Rabindranath Tagore

Freedom from fear is the freedom

I claim for you my motherland!

Freedom from the burden of the ages, bending your head,
breaking your back, blinding your eyes to the beckoning
call of the future;

Freedom from the shackles of slumber wherewith
you fasten yourself in night's stillness,
mistrusting the star that speaks of truth's adventurous paths.

Comprehension questions

1. What does Wordsworth mean when he says, 'My heart leaps up'?
2. What makes Wordsworth happy?
3. What do you think the following symbolise in the poem 'Freedom'?
 - a. burden of the ages
 - b. bending your head
 - c. call of the future
 - d. the shackles of slumber ('shackles' means 'chains'; 'slumber' means 'laziness' or 'sleepiness')
 - e. adventurous paths

Activity 2

Find synonyms for the words below in the poems.

1. jumps (first poem)
2. see (first poem)
3. connected (first poem)
4. want (second poem)
5. bind/attach (second poem)
6. quietness (second poem)

Lesson Title: Poetry (Continuation)	Theme: Reading
Practice Activity: PHL-08-097	Class: JSS 2



Learning Outcomes

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

1. Answer questions about the poem.
2. Discuss the poem with classmates.

Overview

Poems can often be difficult to understand. To understand their meaning, you can use the following tips:

- Read the poem multiple times.
- Pay attention to the commas, semi-colons and full stops. They separate sentences and ideas.
- Think about what the words in a poem actually mean or symbolise.
- Think about how the poem makes you feel.

Examples: happy, sad, nostalgic, angry, curious.

- Try to understand the meaning of new words based on contextual clues.

After you read a poem, you will want to talk about it in your own words. Here are some sentence starters that can help you to discuss a poem:

- I think this poem is about... because...
- I like the way the poet...
- The poem compares... to...
- I think the poet is saying that...
- It is interesting the way the poet...
- The poem makes me think of...
- I like this poem/do not like this poem because...

Practice

Activity 1

Read the following poem from the previous lesson and answer the comprehension questions.

My Heart Leaps Up¹

By William Wordsworth

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is father of the Man;

And I could wish my days to be

Bound each to each by natural piety.

Comprehension questions

1. What makes Wordsworth happy?
2. What did Wordsworth see both as a man and as a child?
3. What do you think Wordsworth means by 'The Child is father of the Man'? Choose the best answer.
 - a. At heart, a person remains the way they were when they were a child.
 - b. A child is someone who teaches their father everything about life.
 - c. Children are better than grown men because they are happier.
4. How does Wordsworth want his days to be? Choose the best answer.
 - a. with rainbows everywhere all the time
 - b. happy and joyful, like his childhood
 - c. he wants a normal life till he gets old and dies

Activity 2

Read the following poem from the previous lesson and answer the comprehension questions.

Freedom²

By Rabindranath Tagore

Freedom from fear is the freedom

I claim for you my motherland!

Freedom from the burden of the ages, bending your head,

breaking your back, blinding your eyes to the beckoning

call of the future;

Freedom from the shackles of slumber wherewith

you fasten yourself in night's stillness,

mistrusting the star that speaks of truth's adventurous paths.

Comprehension questions

1. What does Tagore mean by 'freedom from fear'? Who is fearful of whom?
2. What is the literary device used in the line, 'breaking your back, blinding your eyes to the beckoning call of future'?
3. What 'call of future' is Tagore talking about?

Lesson Title: Sentence Practice	Theme: Grammar
Practice Activity: PHL-08-098	Class: JSS 2



Learning Outcomes

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

1. Identify different types of words.
2. Develop a variety of sentences.

Overview

A sentence is made up of different types of words. All of these words have different functions. The general building blocks of a sentence are the eight parts of speech. Remember, there are lots of different categories within a part of speech. For example, there are many different types of nouns, pronouns, adjectives and adverbs.

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

Practice

Activity 1

Expand the following sentences by adding adjectives and adverbs to make them more interesting. Be creative and add as many words as you want.

1. My brother has a bicycle.
2. The child has written a poem.
3. The cat went and sat under the tree because it was raining.
4. My grandmother drives the car.
5. Hassan's mother cooks a dish.

Activity 2

Identify which part of speech the words **in bold** belong to.

1. **Ajaratu** has an exam today.
2. You have to talk to your teachers **respectfully**.
3. I like the dress **that** you are wearing.
4. My father now works from his **new** office.
5. Babah **remembers** his mother's birthday.
6. The bus is **at** the bus station.

Activity 3

Use the word in brackets to combine each of the pairs of sentences below into a single sentence.

Example:

She has a cat. It is grey in colour. (which)

Answer: She has a cat, which is grey in colour.

1. This is my school. I study Maths. (where)
2. Jusu is my friend. He likes to play football. (who)
3. I am walking to the market. It is two kilometres away. (which)
4. I love to study History. I do not score very well in it. (but)
5. My sister works in a shop. She works in an office. (and)

Lesson Title: Paragraph Development	Theme: Writing
Practice Activity: PHL-08-099	Class: JSS 2



Learning Outcomes

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

1. Develop well-written topic sentences.
2. Write a variety of descriptive supporting sentences in a paragraph.

Overview

A **paragraph** is a group of sentences about one topic. It contains a topic sentence and supporting sentences. It may also have a concluding sentence.

- A **topic sentence** is the first sentence of a paragraph. It is the introduction to the paragraph and gives the main idea of the paragraph. It tells us what the paragraph is about.
- **Supporting sentences** tell us more about the topic sentence and the main idea. They give details, examples, facts and figures.
- A **concluding sentence** repeats the main idea or the topic sentence in different words.

Look at the following example:

Pupils should make a timetable to help them study just before exams. Studies show that pupils who make timetables are more likely to finish studying. They are also less nervous when taking the exam. So, making a timetable helps pupils to perform better.

- Topic sentence: Pupils should make a timetable to help them study just before exams.
- Supporting sentences: Studies show that pupils who make timetables are more likely to finish studying. They are also less nervous when taking the exam.
- Concluding sentence: So, making a timetable helps pupils to perform better.

Practice

Activity 1

Identify the topic sentence, supporting sentences and the concluding sentence in each of the following paragraphs.

1. Plants need water, sunlight and chlorophyll to make their food. They get water from their roots. Chlorophyll helps them catch sunlight in their leaves. These things together help plants grow.
2. I think young children should not be allowed to spend too much time on mobile phones. Studies show that children who spend more than an hour on their mobile phones are less likely to be able to concentrate. It also takes away from their playing and reading time. Thus, parents should check how much time their children spend on their mobile phones.

3. The geography of Africa has a lot of variety including mountains, deserts, forests and rivers. The northern area of Africa has the Sahara Desert. West Africa has beautiful beaches and dense forests. South Africa has many forests and rivers. Clearly, it is a place with many beautiful geographical features.

Activity 2

Write a topic sentence, supporting sentences and a concluding sentence for each of the following topics. Together, your sentences should form a well-organised paragraph.

1. Children should not be given too much homework.
2. There should be no examinations in school before SSS starts.
3. Children should help their parents with work at home.

Lesson Title: Paragraph Development (Continuation)	Theme: Writing
Practice Activity: PHL-08-100	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to develop three paragraphs: the introduction, body and conclusion of a composition.

Overview

When you write a text, it should have well-connected and organised paragraphs. The three main parts of a written text are: the introduction, the body and the conclusion. These are all separate paragraphs. Usually, the body of a text can have more than one paragraph.

Each paragraph also has to be well-developed. It should have the following:

- Beginning: A **topic sentence** introduces the main idea of the paragraph. It is clear, logical and says what the paragraph will be about.
- Middle: The **supporting sentences** explain the idea, give one or two points related to the main idea and give an example to show your point.
- End: The **concluding sentence** repeats the main idea in the topic sentence using different words.

You can use the following phrases to help connect your sentences and paragraphs:

- For example,...
- In addition to...
- Moreover,...
- Furthermore,...
- In addition,...
- In conclusion,...
- To sum up,...

Practice

Activity 1

Use the following outline to organise your main ideas for a composition on one of the following topics:

1. Children should not be given too much homework.
2. There should be no examinations in school before SSS starts.
3. Children should help their parents with work at home.

Topic/Title: Children Should Not be Given Too Much Homework
Introductory Paragraph: <ul style="list-style-type: none"> • Topic Sentence • Supporting Sentences • Concluding Sentence
Body: <ul style="list-style-type: none"> • Topic Sentence • Supporting Sentences • Concluding Sentence
Concluding Paragraph: <ul style="list-style-type: none"> • Topic Sentence • Supporting Sentences • Concluding Sentence

Activity 2

Use the main ideas from your outline to write a three-paragraph composition on your topic. Make sure that the paragraphs are connected in a logical order. After you have finished writing, check your composition to make sure that you have included the following:

- a suitable title for the composition
- an introductory paragraph, which gives the main idea or your opinion
- the body with some examples, reasons or facts and figures to support the main idea
- a concluding paragraph, which again gives the main idea or your opinion
- a topic sentence, supporting sentences and a concluding sentence for each paragraph
- correct spelling and grammar

Answer Key – JSS 2 Term 2

Lesson Title: Poetry
Practice Activity: PHL-08-051

Activity 1

1. Golden scales are the scales on the crocodile’s body. They probably appear golden when sunlight falls on them.
2. The Nile is a river in Africa. The crocodile swims in it.
3. No, the crocodile is not actually cheerful. Crocodiles’ mouths turn up at the end, which can look like a smile.
4. The crocodile is not actually welcoming fishes. The poet is trying to say that it is hunting the fish.
5. The crocodile will hunt and eat the fish.
6. The poet makes the crocodile seem good. But actually, the crocodile is bad to the fish and wants to eat them.

Activity 2

Example words:

1. sail
2. pile
3. on
4. now
5. chin

Activity 3

1. doth
2. little
3. shining
4. cheerfully
5. gently

Lesson Title: Creative Writing
Practice Activity: PHL-08-052

Activity 1

Example words for a window:

	See	Smell	Hear	Feel
Things related to a window	the neighbourhood; children playing, a garden, trees, cars, church, mosque, school	leaves, food, dirt, trees, perfume	noise, children, dog barking, cat, car, bell of the church, prayer call from mosque, singing	windy, sunny, breezy
Adjectives relating to those things	sunny, blue, wooden	fresh, earthy, pleasant, dirty	melodious, harmonious	soothing, warm, cosy

Activity 3

Example poem:

My Window

My wooden window
is just like a film. **(simile)**
It is a television **(metaphor)**
where I see the best things.

The barking dog
under the tree outside,
my sister dodging a ball
with great pride. **(rhyming words: outside, pride)**

That cooling breeze,
that warm sunshine,
my window invites me **(personification)**
to make the world mine. **(rhyming words)**

Lesson Title: Creative Writing (Continuation)
Practice Activity: PHL-08-053

Activity 1

Example words:

1. pretty, picky 2. super, smart 3. bossy, beautiful 4. sweet, sensitive

Activity 2

Example words for my sister:

- helpful, happy, harmless
- polite, pretty, proper
- smart, sensible, sentimental

Activity 3

Example poem:

My Sweet Sister

My sweet sister,
smart and sentimental,
is pretty and proper
and forever gentle.
She is helpful,
and laughs heartily.
She holds my heart
in her hands.

Lesson Title: Spelling Drills
Practice Activity: PHL-08-054

Activity 1

1. weak
2. whole
3. some
4. weight
5. meet

Activity 2

1. **You're** going to the market near **your** house.
2. **Their** mother is standing over **there**.
3. Are you **two** going to school **too**?
4. My **fear** is that the judge of the contest will not be **fair**.
5. **Where** is the dress I was planning to **wear**?
6. You can use this comb for your **hair**. It is kept over **here**.

Activity 3

One day, I was sitting by the **stairs** in my school and **staring** at my examination. I could not believe that I had scored such bad marks. I **looked** carefully at the answer sheet. Why had I not received better scores? I knew I was bad at Maths, was I so bad at History **too**? Then I saw my friend Foday. I said, '**You're** looking happy! You must have got good marks. Show me **your** paper.' He handed the paper **to** me.

Lesson Title: Reading Comprehension
Practice Activity: PHL-08-055

Activity 1

1. c.
2. The boy was bored and would cry out 'Wolf' just for fun.
3. The villagers would stop whatever they were doing and run to help his sheep.
4. The villagers got fed up with running to help the boy and finding out that there was actually no wolf.
5. The villagers thought the boy was still lying.
6. If I knew someone often lied, I would not believe that person easily.
7. If you lie a few times, people will not believe you even when you speak the truth.
8. 'To cry wolf' means to ask for help even when there is no problem.

Activity 2

Example synonyms:

1. fun
2. scared
3. laugh at
4. firstly
5. naughty
6. meal

Activity 3

1. common noun
2. verb
3. abstract noun
4. common noun
5. adjective
6. Pronoun

Lesson Title: Question Tags

Practice Activity: PHL-08-056

Activity 1

1. negative 2. positive 3. positive 4. negative 5. positive

Activity 2

1. are they? 2. is she? 3. will it? 4. did it? 5. does he?

Activity 3

1. The dog has not barked today, **has it?**

2. You are not eating your food, **are you?**

3. Sayida will not take part in the school play, **will she?**

4. Abraham and Husain were not in class today, **were they?**

5. She is not an adult yet, **is she?**

Lesson Title: Question Tags (Continuation)

Practice Activity: PHL-08-057

Activity 1

1. negative 2. negative 3. positive 4. positive 5. negative

Activity 2

1. doesn't she? 2. haven't you? 3. isn't it? 4. wasn't it? 5. won't you? 6. doesn't he?

Activity 3

1. aren't you 2. doesn't he 3. didn't he 4. won't he 5. hasn't she

Lesson Title: Fluent Reading

Practice Activity: PHL-08-058

Activity 1

1. The policeman shouted at the writer because he or she was out alone very late at night.

2. The writer probably did not want to tell the policeman what he or she was doing outside.

3. The policeman probably thought that the writer was lying.

4. The writer was looking for the money that he or she lost on the street earlier that day.

5. Yes, the writer wanted to find the money badly because he or she was worried about his or her mother's reaction if it was lost.

Activity 2

1. shouted/yelled 2. scared 3. quickly 4. searching 5. panicking

Lesson Title: Reading Comprehension
--

Practice Activity: PHL-08-059

Activity 1

1. Dowry is the gifts and money that a bride's family gives to the groom's family for a marriage.
2. Expensive things such as jewellery, cars, refrigerators, land and houses are given in dowry.
3. Poor families save their whole lives to pay for their daughters' dowry. They also do not want to have daughters.
4. People trouble brides whose families are not able to pay enough dowry. Also, fewer people want to have daughters because of dowry.
5. Some families do not want daughters because they do not want to pay the dowry for their marriage.
6. Main idea – dowry is a tradition that has been banned in India to help women and their families.

Activity 2

1. custom
2. costly
3. whole
4. Spoiled

Lesson Title: Oral Reading

Practice Activity: PHL-08-060

Activity 2

1. The son looked angry because he was angry with his father for having another wife and child.
2. The father had hidden that he had another wife and son.
3. The father had never told his secret because he did not want to ruin his family's reputation or hurt his wife and son.
4. The son does not feel bad for his father. That is because he is angry. He said that he would never forgive his father.

Lesson Title: Pronunciation

Practice Activity: PHL-08-061

Activity 1

/s/	/z/	/k/	/g/	/j/	/b/	/p/	/m/	/n/
save sight star	zebra zig	kettle	great grand	jar giant just gentle	break born	police plant	monkey	naughty next number

Activity 2

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

Lesson Title: Review of Plural Nouns

Practice Activity: PHL-08-062

Activity 1

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

Activity 2

1. tails 2. smiles 3. dishes 4. houses 5. axes 6. toys 7. gases 8. benches

Activity 3

1. There are **stitches** on this cloth.
2. There were **cats** sitting there.
3. This telephone has **wires**.
4. The **teachers** were in the school.
5. Our **toothbrushes** are in the bathroom.

Lesson Title: Review of Plural Nouns (Continuation)

Practice Activity: PHL-08-063

Activity 1

1. a 2. b 3. b 4. a 5. b 6.a 7. a

Activity 2

1. buckets 2. rivers 3. leaves 4. wolves 5. scarves 6. dwarves 7. rallies 8. pennies
9. daisies 10. memories

Activity 3

1. The **families** ate their dinner.
2. There are beautiful **valleys** there.
3. Life will give you **opportunities**.
4. You will do your homework **yourselves**.
5. I will buy **loaves** of bread.

Lesson Title: Semi-Formal Letters

Practice Activity: PHL-08-064

Activity 1

Example outline of a semi-formal letter:

(Your address) 14 Park Road
Magburaka

(Date) 19th October 2018

(Salutation) Dear Ma Yaema,

(Introduction) I hope you are well. I want to invite you to a party.

(Body)

Main idea 1: We are having a party. Father is coming home after six months. We want to celebrate his homecoming.

Main idea 2: Date and time of party/Who is coming to the party

Main idea 3: How you will get to the party? You can take a ride with Uncle Jesse.

(Ending) It will be great for the whole family to meet again.

(Closing) Yours sincerely,
Amina

Lesson Title: Semi-Formal Letters (continuation)

Practice Activity: PHL-08-065

Activity 1

Example semi-formal letter:

14 Park Road
Magburaka
19th October 2018

Dear Ma Yaema,

I hope you are feeling better now. I am writing to invite you to a party at our house.

Father is returning home from Nigeria after six months. We are truly looking forward to seeing him again. On Thursday, 25th October, at 7pm, we are hosting a party at our house.

I remember you mentioning that you had not seen Aunt Fatmata and Aunt Lucy in a long time. They will be coming to the party as well. Father will also be so glad to meet you after a year. He often mentions on the phone that he misses you. I hope you do come. We have planned to make special dishes this time and mother is sure that you will love them.

I know you do not like taking buses at night. But Uncle Jesse is coming from near you anyway. You can take a ride with him and go back with him as well. If you want, you can stay the night at our house and leave the next day.

Ma Yaema, we really hope you do come. It has been a long time since all of us got together.

Yours sincerely,
Amina

Activity 2

Example semi-formal letter:

14 Park Road Magburaka 19 th October 2018
Dear Ma Yaema,
We really had a great time at the party with you last week. We were all very glad that you were able to come. It is sad that you are leaving the country.
I want to wish you a very happy and safe journey to Kenya. We hope you settle down comfortably and find friends quickly. Please enjoy your stay there and come back with lots of photographs to show us.
We have a few relatives and friends in Kenya. Once you reach there, do call us on the telephone or write to us. Mother will send you their details so that you can reach out to them when you need anything at all. They are very nice people and you would get along well with them.
Let us know if you need any help in preparing and leaving on your journey. Mother will try to visit you to say goodbye before you leave. I hope to hear from you soon.
Yours sincerely, Amina

Lesson Title: Spelling Drills
Practice Activity: PHL-08-066

Activity 1

Steal – steel; shore – sure; weak – week; some – sum; bare – bear

Activity 2

1. break
2. hair
3. ate
4. buy
5. bye
6. hour
7. know
8. mail
9. son
10. weight

Lesson Title: Reading Newspapers or Magazines
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Practice Activity: PHL-08-067

Activity 1

1. The article is about a rally held by students from Freetown University, who are raising awareness about cleaning up Freetown's beaches.
2. The rally was held in Freetown on Monday 11th July. 120 students participated in the rally.
3. The pupils participated to raise awareness about cleaning up Freetown's beaches and also to call other young people to participate in the campaign.
4. Young people should keep beaches clean because they spend a lot of time there.
5. Yes, the local government is helping the students. The municipal officer has planned to help them.

Activity 2

Example synonyms:

1. pupils
2. worsening
3. trash
4. nice/wonderful
5. help

Activity 3

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

Lesson Title: Reading Newspapers or Magazines (Continuation)

Practice Activity: PHL-08-068

Activity 2

Example article:

Secondary School Pupils to Fight Pollution in Bo

By Fatu Jalloh

In a recent rally, 120 students from Freetown University called out to the youth of Sierra Leone to help them clean the streets of Bo. After that, many universities and schools around the country showed their support by holding awareness campaigns and clean-ups in their towns and villages. This is a great step for the youth to take.

In Bo district, pupils of Bright Secondary School decided to make this a more long-term project. They have started a club called 'Trash-Free Bo', in which pupils meet at least once a month. They also raise awareness and invite pupils from other schools to help them clean up the town after school. 'I thought cleaning trash would be dirty and disgusting. But actually the reward is great when you see how clean a street looks,' said Ibrahim Daboh, a JSS 3 pupil who participated in cleaning a street in Bo last week.

'I am proud of my pupils for making this effort. But if Bo really has to remain clean, then the government should help in cleaning the streets regularly. Also, citizens and adults should learn from these young people and keep their neighbourhoods clean,' said Mr Jusu Sarjoh, Principal of Bright Secondary School.

I agree with the Principal. People need to make effort to keep their own areas clean. Other people cannot keep cleaning it for you. If all citizens took good care of their areas and threw trash in the right place, we would all live in a clean Bo.

Lesson Title: Drama/Play
Practice Activity: PHL-08-069

Activity 2

Example play: Two boys are playing football by the river. Boy A owns the ball. Boy B throws the ball in the water by mistake and it gets lost. What happens next?

Alusain and Lamin watch as the ball falls into the river. Alusain owns the ball and Lamin threw it in the water accidentally. The river is flowing very quickly and the ball soon disappears.

Alusain: No! Oh no! Where did it go?

Lamin: Let me run and see if I can spot it!

Alusain and Lamin run along the river looking for the ball but cannot find it.

Alusain (*angrily*): Look what you did now! You should have been more careful!

Lamin: I am so sorry! I never thought it would go as far as the river. I thought you would stop the ball!

Alusain: My brother will be so angry! He loaned me that ball.

Lamin: Don't worry. These things happen. I am sure he will understand.

Alusain: You know Hassan. He will probably never let me borrow anything again!

Alusain looks down. He is very upset. Lamin goes over to him.

Lamin: I am truly sorry, Alusain. Maybe I can make it up to you somehow? Why don't we go eat a snack at our favourite shop... I'll buy it, as an apology to you...

Alusain: Okay, let's go. Hassan works close to that shop so maybe I'll tell him about how I lost the ball. Better to get it over with now.

Alusain and Lamin walk to the shop.

Lamin: Hmm... doesn't it smell nice!

Alusain: Yes, it smells okay...

Lamin: Oh, cheer up! Look, some boys are playing football over there! Let's join them after we eat.

Alusain: Can't you see Hassan is one of them! Oh no! What is he doing there? I thought he would be in the office!

Lamin: Forget about Hassan! Look!

Alusain: Look at what?

Lamin: Can't you see it?

Alusain: What? What is it?

Lamin: The ball they are playing with! It looks just like ours... same colour... same marks...

Alusain looks carefully.

Alusain: Yes! Just like our ball.

Hassan sees Alusain and Lamin walk over. He runs to them.

Hassan: Hello! Nice to see you two here. Want to join us for the game?

Alusain: Sure Hassan... but listen... first, I must tell you something... Lamin, where are you going?

[Lamin walks over to where the ball is and picks it up. He looks at it very closely.]

Lamin: Hassan, this ball is wet! It's the same colour as our ball. It has the same marks too!

Alusain: Show me the ball! Yes, it's just like our ball!

Lamin: Hassan, where did you get this ball?

Hassan: From the river...

Alusain and Lamin look at Hassan in surprise.]

Hassan: What's wrong?

Alusain: The river? When?

Hassan: Just five minutes ago... it was in the river and we picked it up. Isn't it exactly like the ball I loaned you?

Alusain and Lamin start laughing.

Lesson Title: Drama/Play (Continuation)
Practice Activity: PHL-08-070

Activity 2

1. Lamin lost the ball in the river.
2. Alusain feels sad and upset after he lost the ball.
3. Lamin tells Alusain that he will buy him a snack at their favourite shop.
4. Alusain feels scared to tell Hassan about the lost ball.
5. Alusain and Lamin think the ball Hassan has looks exactly like the ball they just lost.
6. Alusain and Lamin realise that Hassan had got the ball from the river and that it was actually their lost ball.
7. Answers will vary. Example: Alusain and Lamin probably told Hassan about how they lost the ball and then found it. Maybe Hassan also laughed with them.

Lesson Title: Conversation
Practice Activity: PHL-08-071

Activity 1

Example outline:

My Little Brother's Naming Ceremony

See	Hear	Smell	Taste	Touch
my family, grandparents, aunts, uncles, cousins, decorations	music, baby crying, women singing, cousins playing	my favourite cuisine, fish, desserts	sweets, a delicious meal	soft baby skin
Feelings: happy, excited				

Activity 2

Example:

I will never forget the time when my baby brother’s naming ceremony was held. That was four years ago, but I still remember most things. We had a little party at our house and everyone was there – my grandparents, parents, aunts, uncles and all the cousins. Everyone was excited that day. It was very loud. There was loud music and my baby brother cried a lot. We had a delicious meal that day. The food smelled and tasted so good! There was fish, which my mother had made just the way I like it. There were also sweets. It was all really so much fun! Finally, my brother was named. I picked him up in my arms to kiss him. His skin was so soft, and I was so happy when he smiled at me.

Lesson Title: Conversation (Continuation)
Practice Activity: PHL-08-072

Activity 3

Example outline:

My Father’s First Day at His Job

See	Hear	Smell	Taste	Touch
a huge office, a big factory, other workers	sound of machines, people talking loudly	the smell of fuel, dirt	Lunch made by my wife.	cold metal of machines
Feelings: anxious, nervous, scared, excited				

Lesson Title: Synonyms
Practice Activity: PHL-08-073

Activity 1

Example synonyms:

1. upset 2. some 3. slowly 4. happy 5. intelligent

Activity 2

1. tidy 2. lively 3. famous 4. centre 5. strange 6. wicked 7. ill

Activity 3

Example answer:

One day, as I was **jogging** to school, I saw a **lady** standing under a tree. She was **sobbing**. I asked her what the **problem** was. She looked at me **sadly** and said, ‘I lost my son. I was **buying** meat at the shop nearby. When I turned around, he was **gone!**’

I offered to help the lady. We started **searching** for her son near the shop. Suddenly, we heard, ‘Mumma! Mumma! Where were you?’ It was a little five-year-old boy. He looked **scared**.

‘Where were you?’ asked the mother. ‘I hid **under** the table at the **store**’, he said. ‘I thought you would find me!’ ‘Never play such games again!’ **shouted** the mother.

Lesson Title: Antonyms

Practice Activity: PHL-08-074

Activity 1

Example antonyms:

1. boring 2. present 3. new 4. below 5. disagree 6. separate

Activity 2

1. untidy 2. obedient 3. kind 4. safe 5. leave 6. weak 7. lost

Activity 3

Example answer:

Recently, my parents and I went on a vacation. We went to this **nearby** place by the ocean. We saw **small** trees and **tiny** houses. **Many** tourists visit this place. The villagers told me that they **often** get to meet people from the city. The climate of the place was such that everything was **wet**. There was a well there that was **useful** because it was mostly **full**.

Lesson Title: Spelling and Dictation

Practice Activity: PHL-08-075

Activity 2

1. The article is about the Pyramids of Egypt.
2. The Pharaohs were the rulers of Egypt.
3. The Egyptians believed that the valuables would help the Pharaoh succeed in the afterlife.
4. The pyramids are huge and triangular/pyramidal in shape. They are made up of limestone.
5. Treasure and valuables were kept in the pyramids. Other rooms held the bodies of the Pharaoh's relatives.

Activity 3

Example synonyms:

1. old 2. buildings 3. special 4. biggest 5. room

Lesson Title: Revision of Possessive Adjectives
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Practice Activity: PHL-08-076

Activity 1

1. his pencil 2. my school 3. your bicycle 4. their son 5. our things

Activity 2

1. my 2. his 3. his 4. their 5. her

Activity 3

I like to do **my** homework on time. This is because I take **my** examinations seriously. My brother does not study for examinations. He does not seem to care about **his** scores. I have tried explaining to him that everyone must take care of **their** future. It is in **our** hands.

Lesson Title: Review of Possessive Pronouns and Possessive Adjectives
--

Practice Activity: PHL-08-077

Activity 1

1. mine
2. yours
3. theirs
4. hers
5. ours

Activity 2

1. ours
2. theirs
3. hers
4. yours
5. his

Activity 3

1. The blue boat is mine.
2. That classroom is yours.
3. That teacher is theirs.
4. This cat is hers.
5. That bus ticket is his.

Lesson Title: Continuous Reading of the Prose Text

Practice Activity: PHL-08-078

Activity 1

1. They went to the city to sell some goods.
2. They rode together on the horse because they were tired after a long day.
3. They said that the son had no respect for his father and should let the father ride on the horse.
4. They said that the father was cruel making his little son walk while he rode on the horse.
5. People were laughing because they thought the father and the son were foolish because they had a horse and were not riding on it.
6. Answers will vary. Example: People will always criticise and have something bad to say. You should not always pay attention to what people say.

Activity 2

1. trader
2. goods
3. exhausted
4. commented
5. exchanged
6. scorching

Lesson Title: Continuous Reading of the Prose Text (Continuation)
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Practice Activity: PHL-08-079

Activity 1

1. c
2. He needs Axel to translate the ancient Icelandic text into English.
3. Underneath, earth has natural gas, underwater rivers and caves that people can use to communicate even if they are far apart.
4. The three travel through a flood to come out at the other end of the earth through Italy.

5. Answers will vary. Example: Yes, it sounds like an interesting book with lots of exciting things.

Activity 2

1. ancient 2. professor 3. immediately 4. trio 5. climax 6. battling

Lesson Title: Question Types
Practice Activity: PHL-08-080

Activity 1

1. yes/no 2. indirect 3. WH 4. yes/no 5. choice 6. negative question tag 7. WH 8. choice 9. yes/no 10. positive question tag

Activity 2

- Choice question: Does she like classical music or pop music?
- Indirect question: He asked his sister if he could borrow her colour pencils.
- Yes/No question: Are you going to the market?
- WH question: Why has Hassan not come to school today?
- Negative question tag: She scored well in Maths, didn't she?
- Positive question tag: She didn't score well in Maths, did she?

Activity 3

Example questions to ask:

- Choice question: Did you grow up in the village or in the city?
- Indirect question: Grandad asked if you like your job.
- Yes/no question: Did you like playing sport as a child?
- WH question: What did you like to do most as a child?
- Negative question tag: You have two sisters, don't you?
- Positive question tag: You never failed an exam, did you?

Lesson Title: Descriptive Composition
Practice Activity: PHL-08-081

Activity 1

Example outline:

Title: Welcome to My House
Introduction: Built by my grandfather 42 years ago; two bedrooms
Main body: <ul style="list-style-type: none"> Five senses: big windows, sunny rooms, dark store room, kitchen with many pots and pans, many memories Adjectives and adverbs: Colourful, nice, sunny, old, lovingly, glass
Conclusion: It is a small house, but I still love it. I hope to live in a house like this with my family one day.

Lesson Title: Descriptive Composition (Continuation)

Practice Activity: PHL-08-082

Activity 1/Activity 2

Example descriptive composition:

Welcome to My House

I have been living in my house for 10 years. My grandfather built it. He has been living here for 42 years. It is the most **beautiful** house on Residency Street. It is a **simple** house with two bedrooms and a **small** garden. It is the **third** house on the **quiet** Residency Street. When you open the **little** gate, you enter the garden. During the summer months, the grass is **green** and there are **red** flowers blooming. My mother loves the garden.

The sitting room has an **old** sofa and a **few wooden** chairs. We have put up **colourful** curtains to make it look **nice**. The kitchen is **big** and has **many** pots and pans. Some of them are **very old**. They were gifts from my grandparent's marriage. There are some **new glass** dishes. We have to be **very careful** when we use them.

My house is **small** for **eight** people, but I love living here. When I grow up and have my own children, I hope my family lives in a house like this.

Lesson Title: Pronunciation

Practice Activity: PHL-08-083

Activity 1

1. long /i:/ 2. short /i/ 3. long /i:/ 4. long /i:/ 5. short /i/ 6. short /i/ 7. long /i:/ 8. long /i:/
9. short /i/ 10. short /i/ 11. long /i:/ 12. long /i:/ 13. short /i/

Activity 3

Example words:

Short /i/: pit, list, chill, tickle, lid

Long /i:/: blind, admire, high, might, die

Lesson Title: Prose

Practice Activity: PHL-08-084

Activity 1

1. The story is about an incident when the writer's parents left the house for a party.
2. The writer's parents went to a party while the writer and his or her sister stayed at home. Their parents told them to lock the door and not open it for anyone. The writer and his or her sister went to sleep. The writer woke up to see his or her mother standing next to the bed and was shocked.
3. The writer was ten years old at the time.
4. The writer was shocked because the door was locked so he or she could not understand how the mother entered the house.

5. Answers will vary. Example: Maybe the writer forgot to lock the door. Or maybe the mother entered by another door.

Activity 2

1. noun 2. adjective 3. adverb 4. noun 5. adjective

Lesson Title: Prose (Continuation)
Practice Activity: PHL-08-085

Activity 1

- The mother was worried because this was the first time the parents were leaving the children alone in the house.
- The parents told the children to lock both the doors from inside.
- The children felt they could now do anything they wanted.
- The mother thinks that because even though they rang the bell, shouted their names and called the phone many times, the children did not wake up.
- It is interesting because the writer did not wake up with all of the noise the parents made, but he or she woke up when the mother called their name softly.

Activity 2

- The parents were supposed to return home by 11pm.
- The parents asked the children to lock two house doors.
- The children ate their dinner and finished their homework.

Activity 3

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

Lesson Title: BECE Requirements
Practice Activity: PHL-08-086

Activity 1

1. false 2. true 3. false 4. false 5. true 6. true

Activity 2

Lexis and Structure	Literature	Essay Writing	Comprehension
<ul style="list-style-type: none"> question tags parts of speech direct and reported speech 	<ul style="list-style-type: none"> understanding basic characters in a story literary devices – metaphors, similes, alliteration, assonance plot 	<ul style="list-style-type: none"> formal letter writing speech writing 	<ul style="list-style-type: none"> an unseen narrative passage reading an unseen dialogue explanation of a process understand the meaning of words using context clues

Lesson Title: Review Types of Dramas
Practice Activity: PHL-08-087

Activity 1

Example of a funny story:

The story is about two cats that were fighting over a piece of cake. A rabbit comes along and offers to help them divide the cake into two equal parts. When he breaks the cake with his hands, the two parts of the cake are not equal in size. One is bigger than the other. So the rabbit offers to eat a small bite off of the larger piece to make both pieces equal. He takes a bigger bite of the piece than he should have. Now, the bigger piece has become the smaller piece! So the rabbit bites the new larger piece and makes that into an even smaller piece. Using this trick, taking a bite of both cakes one after the other to try and make them the same size, the rabbit eats all of the cake.

Example of a tragic story:

There was a kind king called Jesebah who was walking in the jungle with his wife Nutura when an evil king kidnapped her. Jesebah fought the evil king with a huge army on his side for more than five years. Finally, he killed the evil king and brought Nutura back to his kingdom.

However, people said that during the five years, Nutura must have fallen in love with the evil king. Some people thought she had secretly married him. The king did not want to upset his people. So, he took his wife to a forest and left her with a priest. Nutura felt like her heart was broken. She was very sad because she had always been loyal to Jesebah. But she had no choice. After a few months, she gave birth to twin boys who she raised in the forest. She continued loving Jesebah all the time. When the children grew up, she gave them to their father. Jesebah decided it was time to take Nutura back because now the people had forgotten about the evil king. But Nutura said she could not trust Jesebah anymore. She disappeared into the forest forever.

Activity 2

1. comedy 2. tragedy 3. comedy

Lesson Title: Review Types of Dramas (Continuation)
Practice Activity: PHL-08-088

Activity 1

1. true 2. false 3. true 4. true 5. false 6. true 7. false

Activity 2

1. tragedy 2. comedy

Activity 3

Example of a tragedy:

... The poor man asks her father to let him marry the daughter but he refuses. The poor man promises the woman that he will work very hard to become a rich man, then he will return for

her. He works day and night for three years. When he becomes a little wealthy, he returns to the woman's house. But he finds that she is already married to someone else.

Example of a comedy:

... The poor man cleverly pretends to be a rich businessman and asks her father to marry his daughter. The father believes he is rich and agrees. The poor man gives the family many beautiful boxes on the wedding day. After the wedding, the father opens them and discovers they are empty. He learns that his daughter married a poor man, but it is too late to stop them.

Lesson Title: Review of Verbs
Practice Activity: PHL-08-089

Activity 1

1. jumped off 2. are swinging 3. danced 4. are laughing 5. found

Activity 2

1. left 2. is washing 3. wipe 4. enjoy 5. forgot

Activity 3

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

Activity 4

Example sentences:

1. I **love** bananas.
2. The man **ran** around the playground.
3. The artist wants to **paint** your portrait.
4. The two pupils who **fought** were punished.
5. I will **hold** the ladder while you climb up.

Lesson Title: Review of Verb Tenses (Continuation)
Practice Activity: PHL-08-090

Activity 1

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

Activity 2

1. drank 2. speaking 3. began 4. slept 5. found

Activity 3

1. The dog **was barking** at the stranger.
2. I will **be cooking** my dinner.
3. She **is reading** her favourite book.
4. You **sell** clothes.
5. He **attended** the event.
6. Today **will swim** in the lake.

Lesson Title: Reading Comprehension Prose
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Practice Activity: PHL-08-091

Activity 1

1. The passage is about how the writer prepares a timetable when examination time is near.
2. The writer likes to study and revise well before time.
3. The writer feels anxious and nervous.
4. In the morning, when the mind is well-rested and relaxed.
5. Answers will vary. Example: I study easy topics first so that I can be perfect at them.

Activity 2

1. context clue – nervous; synonym – worried/nervous
2. context clue – plead; synonym – convince, try to persuade
3. context clue – helpful; synonym – useful/helpful
4. context clue – uncomfortable; synonym – something you do not know well
5. context clue – study again; synonym – review

Activity 3

1. present continuous
2. simple present
3. simple present

Lesson Title: Reading Comprehension Prose (Continuation)

Practice Activity: PHL-08-092

Activity 1

1. a and d
2. b and c

Activity 2

Example summaries:

1. The writer likes to prepare for examinations well in time and uses a timetable. They limit the time spent with their friends during the month before the exams.
2. The writer thinks it is most beneficial to study early in the morning when the mind is well-rested and relaxed. He or she studies difficult topics before easy topics.

Activity 3

Example summary:

The writer likes to follow a timetable during the month before examinations. He or she follows a strict timetable and spends less time playing with friends during that month. He or she finds it helpful to study early in the morning when they are relaxed and well-rested. He or she first studies topics he or she is unfamiliar with and then revises them before the exam.

Lesson Title: Oral Description

Practice Activity: PHL-08-093

Activity 1

Example outline:

How to Make An Exam Timetable

To make an exam timetable, you will need the examination schedule, your exercise book, a clean sheet of paper, pens, pencils, a ruler, some colour pencils or markers and tape.

1. First, read the examination timetable carefully. Identify which topics are your weakest and which topics you need to study first.
2. Decide how many hours you need to study for each topic or subject. Write the different topics and the number of hours you plan to study each topic in your exercise book.
3. Next to each topic, write the date when you will put in those hours of study.
4. Now, with a ruler and pencil, draw a one-month calendar on a clean sheet of paper. Make columns for the different days of the week. Make five rows for the five weeks of a month. Write in the dates. Leave some space under each date to write the topic you will study that day.
5. Under each date, write the topic you will study. Use coloured pens or pencils if you have them. Then you can use the same colour for similar topics. Example: Maths can be written in red.
6. Colour or decorate your timetable to make it fun and attractive to read.
7. Use tape to stick your timetable somewhere you can easily see it.

Lesson Title: Oral Description Description (Continuation)
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Practice Activity: PHL-08-094

Activity 2

Example directions to the market:

When you leave the house, turn left and walk for about 200 metres. When you reach the playground, turn right and walk along Shade Street for about 100 metres. After a minute or two, you will see the Water Supply Office on the corner. Turn left there and then take the first left again. Walk for about two minutes and you will see the market on the right side of the road.

Lesson Title: Oral Description (Continuation)
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Practice Activity: PHL-08-095

Activity 1

Example directions to the park:

When you leave the house, turn right and walk along Prince Street for about 5 minutes. Then you will reach a roundabout. At the roundabout, go left. Now you are on Rupert Street. Walk along Rupert Street for about 500 metres until you reach the Lucky Restaurant. Cross the road and walk down the dirt path beside the restaurant for 200 metres until you reach the park.

Activity 3

Good examples of directions: 2 and 3

Lesson Title: Poetry

Practice Activity: PHL-08-096

Activity 1

1. It means Wordsworth becomes happy.
2. Seeing rainbows makes Wordsworth happy.
3. What do you think the following symbolise in the poem 'Freedom'?

Example answers:

- a. burden of the ages: being under British rule/being sad
- b. bending your head: being under someone else's rule
- c. call of the future: happiness, hope
- d. the shackles of slumber: the things that prevent freedom
- e. adventurous paths: good life/happy life/independent life

Activity 2

1. leaps
2. behold
3. bound
4. claim
5. fasten
6. Stillness

Lesson Title: Poetry (Continuation)
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Practice Activity: PHL-08-097

Activity 1

1. Seeing rainbows makes Wordsworth happy.
2. Wordsworth saw rainbows in the sky.
3. a.
4. b.

Activity 2

1. It means freedom from the fear that the Indians have of the British.
2. Alliteration.
3. 'Call of future' means freedom and happiness.

Lesson Title: Sentence Practice
Practice Activity: PHL-08-098

Activity 1

Example expanded sentences:

1. My **younger** brother has a **big blue** bicycle.
2. The **creative** child has written a **beautiful** poem **today**.
3. The **scared** cat went and **quickly** sat under the **big** tree because it was raining **heavily**.
4. My **old** grandmother drives the **new** car **slowly**.
5. Hassan's **caring** mother **carefully** cooks a **delicious chicken** dish.

Activity 2

1. noun
2. adverb
3. relative pronoun
4. adjective
5. verb
6. preposition

Activity 3

1. This is my school, where I study Maths.
2. Jusu is my friend who likes to play football.
3. I am walking to the market, which is two kilometres away.
4. I love to study History, but I do not do very well in it.
5. My sister works in a shop and in an office.

Lesson Title: Paragraph Development
Practice Activity: PHL-08-099

Activity 1

1. Topic sentence: Plants need water, sunlight and chlorophyll to make their food.
Supporting sentences: They get water from their roots. Chlorophyll helps them catch sunlight in their leaves.
Concluding sentence: These things together help plants grow.
2. Topic sentence: I think young children should not be allowed to spend too much time on mobile phones.
Supporting sentences: Studies show that children who spend more than an hour on their mobile phones are less likely to be able to concentrate. It also takes away from their playing and reading time.
Concluding sentence: Thus, parents should check how much time their children spend on their mobile phones.
3. Topic sentence: The geography of Africa has a lot of variety including mountains, deserts, forests and rivers.
Supporting sentences: The northern area of Africa has the Sahara Desert. West Africa has beautiful beaches and dense forests. South Africa has many forests and rivers.
Concluding sentence: Clearly, it is a place with many beautiful geographical features.

Activity 2

Example paragraphs:

1. In my opinion, children should not be given too much homework as it stresses them out and does not allow them to play sport. On average, children have to do two hours of homework every day. This means they have little time in the evening to play. Playing is also important, and that is why children should have to do less homework.
2. Examinations before SSS make life hard for pupils as they have a lot of pressure on them. Instead, the ways teachers teach should be improved. Also, pupils should be made to sit smaller tests regularly to check that they understand what has been taught. Removing examinations would make learning more fun for them.
3. It is important for children to help their parents at home because that strengthens families. Children learn things from their parents. Sharing work also helps parents and children develop a good relationship. That is why children need to be part of the household chores.

Lesson Title: Paragraph Development (Continuation)
Practice Activity: PHL-08-100

Activity 1

Example outline:

Title: Children Should Not be Given Too Much Homework
Introductory Paragraph: <ul style="list-style-type: none">• Topic Sentence: Homework is one of the things children spend most time doing.• Supporting Sentences: They need to do other activities too; enjoy childhood.• Concluding Sentence: This composition will list the reasons.
Body: <ul style="list-style-type: none">• Topic Sentence: Children do not have time to enjoy their childhood.• Supporting Sentences: They spend an average of 2–3 hours per day doing homework; they cannot play games or sport; they are tired.• Concluding Sentence: Children should be allowed to explore other activities too.
Concluding Paragraph: <ul style="list-style-type: none">• Topic Sentence: Homework and exam pressure is ruining childhood.• Supporting Sentences: Children do not enjoy learning any more.• Concluding Sentence: School should be made fun again.

Activity 2

Example composition:

Children Should Not be Given Too Much Homework

In my opinion, children should not be given too much homework as it stresses them out and does not let them enjoy being children. Children should have time to grow and explore. There are so many other activities that children should do. This composition will list the reasons why pupils should have less homework.

When children have too much homework, they do not have time to do anything else. They get tired after two or three hours of homework. This is because they have already spent all day at school. If children spend all their free time on homework, then they have no time left for healthy activities like sport. They are so exhausted that they cannot do anything else such as reading or playing music. It is important for children to explore other activities and interesting things to do as well.

It is important for children to score well in exams, but not if it takes away their time to be children. Learning is supposed to be at least a little fun. But with too much homework, it is a burden, not a fun thing. Children should look forward to going to school and to their homework. Less homework will help learning become more enjoyable.

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