

**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Pupils' Handbook for
Senior Secondary
*English
Language*

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STRICTLY NOT FOR SALE

Foreword

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

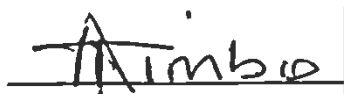
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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

A handwritten signature in black ink, appearing to read 'Alpha Osman Timbo', written over a horizontal line.

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve thus, DO NOT WRITE IN THE BOOKS.

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Introduction

to the Pupils' Handbook

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

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



Learning Outcomes

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

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

Listening and speaking

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

Writing

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

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

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

Reading comprehension

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

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| Lesson Title: Vocabulary Development: Motor Vehicles and Travelling | Theme: Reading |
| Practice Activity: PHL3-L097 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

The WASSCE tests your knowledge of general vocabulary. **Motor vehicles and travelling** is one of the areas tested. Here are some helpful words related to the topic:

- Lorries: Large motor vehicles used for transporting goods
- Engine: The part of a machine that makes it move
- Ignition switch: The switch that turns the car on and off
- In gear: To have the car ready to drive, not in a parked position
- Accelerator: A foot pedal that controls speed
- Clutch: A component that works with the gears in certain vehicles to control speed
- Radiator: A device that cools the engine
- Transmission: A machine that takes power from the engine to the axles
- Maintenance: The process of keeping something in good and working condition
- Speedometer: An instrument inside the car that displays the current speed

Practice

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

How to Drive a Car: The Basics¹

Let us briefly discuss the features of one of the most common means of modern transportation – the motor vehicle. A car runs on four wheels, while **lorries** and other large vehicles may run on more. A car is powered by an **engine** that runs on petrol, although there are a few that run on diesel or electricity. Most cars can attain speeds exceeding 120 kilometres an hour, but moving that fast is not recommended for driving on smaller roads. A standard-sized car accommodates a driver who sits in front next to a passenger and up to three people in the rear.

To start the car, the driver must first insert a key and turn the **ignition switch**. To move the car forward, the driver puts the car **in gear** and presses the **accelerator** on the floor, which some people also call the throttle. The harder you press it, the faster the car moves. To make the car move toward the left or right, the driver turns the

steering wheel. In manually operated cars, to change the rate of acceleration, you have to change the gear by first pressing the **clutch** and then shifting the gear handle from first to second to third and, finally, to fourth. All these movements require a lot of training and practice. To stop the car or reduce its speed, you have to apply the brakes, which are situated next to the accelerator.

Yet, as we all know, cars are complicated machines and can break down if not properly maintained. One common problem with older cars is that they become easily overheated after short distances. This is because the **radiator** is not cooling the engine. Another part that mechanics often find themselves repairing is the **transmission**; without it, power does not get from the engine to the axles and the car's wheels will not turn.

Other problems are caused not by lack of proper **maintenance** but by unsafe driving. All too many drivers throw caution to the wind and run through traffic lights, sometimes getting into collisions. Drivers should take care to follow traffic signs and pay attention to their **speedometers** to avoid going too fast. After all, the motor vehicle is a powerful form of transportation – but it needs to be used properly.

Comprehension questions

1. What is the difference between a car and a lorry?
2. What is the first thing to do when you want to move a car?
3. Why do you press the clutch of a car?
4. What normally brings about the breakdown of a car?
5. '... a lot of training and practice ...'
 - a. What grammatical name is given to this expression as it is used in the passage?
 - b. What is its function?
6. '... throw caution to the wind ...'
 - a. What is the figure of speech used in the expression?
 - b. What does it mean as it used in the passage?
7. For each of the following words, find another word or a phrase that means the same and can replace it as used in the passage.
 - a. modern
 - b. powered
 - c. shifting
 - d. maintained
 - e. properly

¹This passage is adapted from WAEC English Language Examination, 2014

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| Lesson Title: Vocabulary Development: Motor Vehicles and Travelling | Theme: Writing |
| Practice Activity: PHL3-L098 | Class: SSS 3 |



Learning Outcomes

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

1. Use general vocabulary associated with the field of motor vehicles and travelling.
2. Write a text using appropriate vocabulary.

Overview

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

The following are vocabulary about motor vehicles from the previous lesson:

- Lorries: Large motor vehicles used for transporting goods
- Engine: The part of a machine that makes it move
- Ignition switch: The switch that turns the car on and off
- In gear: To have the car ready to drive, not in a parked position
- Accelerator: A foot pedal that controls speed
- Clutch: A component that works with the gears in certain vehicles to control speed
- Radiator: A device that cools the engine
- Transmission: A machine that takes power from the engine to the axles
- Maintenance: The process of keeping something in good and working condition
- Speedometer: An instrument inside the car that displays the current speed

Here are more terms related to the topic of travelling:

- Airplane: A vehicle with wings that can fly
- Cabin: A room in which passengers sit
- Cockpit: The room from which the pilot controls the plane
- Fare: The money paid for a journey
- Filling station: A place where drivers can purchase petrol
- Landing: When the plane's speed is reduced and it approaches the ground
- Passenger: A traveller who is not a driver, pilot or crew member
- Pilot: The person controlling an airplane
- Rudder: A flat piece of metal that stands up vertically on the airplane's tail
- Runway: A long, wide area on which planes take off and land
- Take-off: When a plane moves down the runway very fast before lifting into the air
- To taxi: To move slowly on the ground before take-off or after landing

Practice

In the following passage, the lettered blanks indicate missing words. Fill each blank with the most suitable word from the multiple-choice options given.

I was in the airport's departure a. _____ an hour before the flight was scheduled to b. _____. I looked out the window at the airport's big tarmac and wide c. _____. Our flight was announced, so all the d. _____ queued up to e. _____ the plane. After we took our seats, a f. _____ stood in the g. _____, just in front of the h. _____, and explained security procedures in case of an accident or emergency i. _____. Then, she took her seat as well.

Soon the aircraft began to j. _____ for k. _____, and in a few minutes, we were l. _____. In no time, we were among the clouds, soaring to our m. _____. The engines of the plane hummed and my ears popped as we ascended. When the plane had reached its cruising altitude, the pilot announced it was safe to take off our n. _____. Not long after, the flight crew served us drinks and snacks. It was a short o. _____, and before I knew it we were preparing to land.¹

- | | | | | |
|----|-----------|--------------|-------------|----------|
| a. | lobby | waiting room | terminal | building |
| b. | depart | arrive | move | run |
| c. | runway | road | expressway | lanes |
| d. | pilots | passengers | fares | drivers |
| e. | climb | reach | fly | board |
| f. | pilot | lady | air hostess | servant |
| g. | strait | passage | aisle | lane |
| h. | rudder | cockpit | airplane | seat |
| i. | take-off | taxi | flight | landing |
| j. | race | fly | speed | taxi |
| k. | take-off | flight | boarding | landing |
| l. | floating | lifted | airborne | up |
| m. | departure | destination | arrival | airport |
| n. | seats | seatbelts | rudders | wings |
| o. | flight | take-off | airplane | runway |

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

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| Lesson Title: Future Perfect Continuous Tense | Theme: Grammar |
| Practice Activity: PHL3-L099 | Class: SSS 3 |



Learning Outcomes

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

1. Demonstrate understanding of when to use the future perfect continuous tense.
2. Identify the future perfect continuous in sentences.
3. Use the future perfect continuous correctly in speech and in writing.

Overview

The **future perfect continuous tense** is used to project yourself into a point in the future and look back on what has happened. It is usually used with a time expression.

Examples:

- They **will have been considering** a holiday for years by the time they finally take a trip.
- When we reach the top of the hill we **will have been walking** for hours.

You can also use the future perfect continuous tense to show the reason for a future result.

Examples:

- She is sure to be tired later because she **will have been swimming** all day.
- The dog will sleep all day as it **will have been protecting** the livestock all night.

The future perfect continuous is formed in the following way: 'will have been' + '-ing' verb.

Practice

Activity 1

Conjugate the verbs in brackets in the correct future perfect continuous tense.

1. By the end of the month I _____ (live) in this town for ten years.
2. By the end of this week we _____ (work) on the project for a month.
3. By July fifth they _____ (study) English for five years.
4. By 10 o'clock she _____ (watch) television for four hours.
5. She _____ (sleep) for three hours by eleven o'clock.
6. We _____ (look for) him forty days by next Saturday.
7. They _____ (wait) for the president for six hours.
8. He _____ (driving) for days by the time he reaches Freetown.
9. He _____ (read) this book for fifteen days by the end of this week.
10. They _____ (be) married for forty years by the end of this month.

Activity 2

Fill in the blanks with the appropriate tense of the verbs in parentheses. One verb in each sentence should be in the future perfect continuous tense.

1. You _____ (wait) for two hours when I _____ (arrive).
2. Janet _____ (study) for five years when she _____ (get) her degree.
3. We _____ (talk) for an hour when I _____ (leave).
4. They _____ (drive) for six hours by the time they _____ (get) there.
5. She _____ (use) the car for a week by the time she _____ (bring) it back.

Activity 3

Read the passages and identify all examples of the future perfect continuous tense.

Passage 1:

Barrie is a magician. He has been a magician for a long time. This December, he will have been doing magic professionally for 25 years. He can hardly believe that, when December arrives, he will have been entertaining audiences all around the country for a quarter of a century!

Currently, Barrie performs in a magic show in Freetown. By the end of this year, he will have been performing in Freetown for three years. Although he will have been dazzling children and adults with his card tricks for all that time, he still gets nervous before every performance.

Passage 2:

Everyone is at church. They are listening to the minister give a long sermon. By the time the minister finishes his sermon, the congregation will have been listening to him preach for over an hour. They will have been sitting on the hard benches in the hot, stuffy room, and he will have been standing behind the pulpit, with seemingly endless energy, for what feels like an eternity.

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| Lesson Title: Future Perfect Continuous Tense | Theme: Grammar |
| Practice Activity: PHL3-L100 | Class: SSS 3 |



Learning Outcomes

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

1. Use the future perfect continuous in the negative.
2. Use the future perfect continuous to ask and answer questions.

Overview

Use **future perfect continuous tense** to ask about an action that is ongoing and will continue into some point in the future. We often ask questions about time, such as 'how long', in the future perfect continuous.

Form a question as follows: 'will' + noun/pronoun + 'been' + '-ing' verb?

Examples:

- By 2040, how long will he have been living in London?
- When you finish the course, how long will you have been studying English?
- Will you have been sleeping for long by midnight?

Form the negative of future perfect continuous tense in the following way: 'will not have been' + '-ing' verb.

Examples:

- I will not have been living in London for very long by 2040.
- He will not have been studying English for long by the time he finishes the course.
- We will not have been sleeping long by midnight.

Practice

Activity 1

Write the correct form of the negative future perfect continuous tense of the verbs in brackets in the following sentences.

1. He _____ (work) in the factory for six months.
2. She _____ (play) games since November.
3. They _____ (use) this car since March.
4. The company _____ (advertise) posts for two years.
5. He _____ (listen) to music for nine hours.
6. She _____ (wash) her dresses since June.
7. I _____ (wait) for you four hours.
8. He _____ (run) this business since April.
9. She _____ (live) here for five years.
10. Bashiru _____ (eat) this food for two hours.

Activity 2

Change the following sentences into negative future perfect continuous tense.

1. They will have been living in Bo for five years.
2. The child will have been sleeping since 10 p.m.
3. The doctor will have been treating patients for two hours.
4. He will have been reading this book since 10 a.m.
5. He will have been working as an engineer in this factory since January.
6. We will have been starting our own business since May.
7. You will have been using my computer for five months.
8. She will have been singing songs for three hours.
9. They will have been discussing the issue for five days.
10. They will have been writing the essay for two hours.

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| Lesson Title: Vocabulary Development: Euphemism | Theme: Reading |
| Practice Activity: PHL3-L101 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

A **euphemism** is an indirect way of saying something else. Euphemisms may be used for the following reasons:

- To seem kinder or nicer
Example: 'plain' instead of 'ugly'
- To confuse people about the truth
Example: 'enhanced interrogation techniques' instead of 'torture'
- To avoid directly talking about something embarrassing to someone else
Example: 'between jobs' instead of 'unemployed'
- To avoid taboo subjects – things that are not socially acceptable to talk about
Example: 'lavatory' or 'water closet' instead of 'toilet'
- To improve the public image of something with a negative connotation
Example: 'sanitation worker' instead of 'trash collector'

Practice

Activity 1

Identify the euphemisms in the following passage.

On one faithful afternoon, Brima felt quite unwell and lost his lunch. When he was asked what was wrong with him he stated that he had an unusual health condition. After a few minutes, he rushed to the gents to ease himself because he had started experiencing some diarrhoea. This diarrhoea continued but he did not bother to go to hospital and he eventually passed away from typhoid.

Activity 2

Explain the meanings of the following euphemisms.

1. Uncle Brima passed away last year.
2. I am between jobs at the moment.
3. I need a bit of peace and quiet.

4. I want to ease myself.
5. The politician stretched the truth.
6. Our teacher is in the family way.
7. We have a correctional centre on Pa Demba Road.
8. He is careful with his money.
9. They had to euthanise the sick animal.
10. He was dismissed from his position.

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| Lesson Title: Elements of a Good Paragraph | Theme: Writing |
| Practice Activity: PHL3-L102 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

The following are the elements of a **good paragraph**:

- Is typically 3 to 5 sentences long
- Reinforces the main idea of the essay
- Does not include irrelevant details or statements
- Includes a topic sentence that introduces a main idea and sets the tone of the entire paragraph
- Includes several supporting sentences that explain why the topic sentence is meaningful and use facts, statistics, details, examples, stories, quotes or paraphrased material (depending on the type of essay)
- Uses a logical order, such as the development of ideas or chronological order
- Uses linking expressions and conjunctions, such as 'however', 'moreover', 'for example'
- Includes a concluding sentence that summarises the main point of the paragraph or expands on it

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

The features of a topic sentence are as follows:

- It mentions the topic.
- It contains a controlling idea to move the essay in a specific direction.
- In the case of the introductory paragraph, it sets the tone for the entire essay.

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

- Topic: The importance of voting
- Topic sentence: Voting is an essential duty that underpins our entire democracy.

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

The main features of a supporting sentence are:

- Gives the paragraph a purpose
- Explains why the topic sentence is meaningful
- Uses facts, statistics, details, examples, stories, quotes or paraphrased material, depending on the type of writing
- Works with other supporting sentences
- A paragraph typically has between 2 and 5 supporting sentences.

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

- Topic sentence: Voting is an essential duty that is a foundation of democracy.
- Supporting sentences:
 - Government officials rely on input from citizens to make decisions. The best way to provide input is to vote.
 - When few people vote, governments begin to lose their legitimacy.
 - An overwhelming victory for one candidate can signal the direction the country wants to take and push other lawmakers to make decisions accordingly.
 - When few people vote, governments may become unaccountable to their electorate and may choose to make decisions that do not reflect citizens' values.

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

A **concluding sentence** is optional, although it is often a good way to strengthen a paragraph. A good concluding sentence restates the topic sentence and enhances it.

The following is an example of a good concluding sentence:

- For these reasons, citizens must not take voting for granted.

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

Voting is an essential duty that is a foundation of democracy. Government officials rely on input from ordinary people to make decisions. An overwhelming victory for one candidate can signal the direction the country wants to take and push other lawmakers to make decisions accordingly. Conversely, when few people vote, governments begin to lose their legitimacy. They may become unaccountable to their electorate and choose to make decisions that do not reflect citizens' values. For these reasons, citizens must not take voting for granted.

Practice

Activity 1

Write 2 supporting sentences for each of the following topic sentences:

1. Playing sports on a team instils discipline and teaches pupils communication skills.
2. When preparing to take an examination, one should ensure that he or she has all the necessary materials and then follow the instructions.
3. An ideal paragraph contains all the elements, including a topic sentence, supporting sentences and a concluding sentence.

Activity 2

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

1. Supporting sentence 1: Pupils who volunteer with social organisations report higher feelings of happiness than those who do not.
Supporting sentence 2: Moreover, they learn to manage their time efficiently and often, paradoxically, earn better grades than their peers.
2. Supporting sentence 1: Grey whales can weigh as much as 45,000 kilograms.
Supporting sentence 2: Despite their size, each year they migrate 16,000 kilometres before swimming back to their feeding grounds.
3. Supporting sentence 1: Airplanes were once considered the height of luxury travel, with ample legroom, cushy seats and flight crew serving cocktails in the skies.
Supporting sentence 2: However, airlines are increasingly charging passengers extra for what once were considered standard amenities.

Activity 3

Write a concluding sentence for the following paragraphs.

1. Secondary school pupils may need a longer lunch break. Many pupils spend their lunch breaks finishing homework, meeting teachers for extra help or playing games with their friends. Breaks can be so packed that pupils forget to eat. In a recent study, pupils reported feeling hungry at around 2 p.m. in spite of having had a lunch break from 12 to 1 p.m.
2. The responsibility for ensuring streets are clean lies more with the citizens than their municipality. Municipalities frequently clean the streets, especially after complaints, but soon enough residents will come and dirty the streets. Therefore, it is obvious that citizens are the actual cause of the litter.

| | |
|---|-----------------------|
| Lesson Title: Reading Skills Development: Understanding the Writer (mood, tone, purpose) | Theme: Reading |
| Practice Activity: PHL3-L103 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

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

Examples: sentimental, humorous, serious, formal

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

- An objective tone is used mostly in formal and essay writing to state impartial and unbiased ideas.
Example: In rainy season roads flood.
- A subjective tone is used in informal writing and descriptive and narrative essays.
 - It expresses the writer's personal views and opinions.
Example: My mother was the kindest person I ever knew.

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

Examples: hopeful, optimistic, depressing

The **purpose** of the author is the message and main idea that the author wants to give to his or her readers. Purpose may serve different functions:

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

Practice

Read the passage and answer the comprehension questions on it.

Lost in the Snow¹

We mounted and started. The snow lay so deep on the ground that there was no sign of a road perceptible, and the snow-fall was so thick that we could not see more than a hundred yards ahead, else we could have guided our course by the mountain ranges. The case looked **dubious**, but Ollendorff said his instinct was as sensitive as any **compass**, and that he could 'strike a bee-line' for Carson City and never diverge from it. He said that if he were to straggle a single point out of the true line, his instinct would **assail** him like an outraged conscience. Consequently we dropped into his wake happy and content. For half an hour we poked along warily enough, but at the end of that time we came upon a fresh trail, and Ollendorff shouted proudly:

'I knew I was as dead certain as a compass, boys! Here we are, right in somebody's tracks that will hunt the way for us without any trouble. Let's hurry up and join company with the party'.

So we put the horses into as much of a trot as the deep snow would allow, and before long it was evident that we were gaining on our **predecessors**, for the tracks grew more distinct. We hurried along, and at the end of an hour the tracks looked still newer and fresher – but what surprised us was that the *number* of travellers in advance of us seemed to steadily increase. We wondered how so large a party came to be travelling at such a time and in such a solitude. Somebody suggested that it must be a company of soldiers from the fort, and so we accepted that solution and jogged along a little faster still, for they could not be far off now. But the tracks still multiplied, and we began to think the platoon of soldiers was miraculously expanding into a **regiment** – Ballou said they had already increased to five hundred! Presently he stopped his horse and said: 'Boys, these are our own tracks, and we've actually been circling round and round in a circle for more than two hours, out here in this blind desert! By George this is perfectly hydraulic!'

Then the old man waxed wroth and abusive. He called Ollendorff all manner of hard names – said he never saw such a lurid fool as he was, and ended with the peculiarly **venomous** opinion that he 'did not know as much as a logarithm!'

We certainly had been following our own tracks. Ollendorff and his 'mental compass' were in disgrace from that moment. After all our hard travel, here we were on the bank of the stream again, with the inn beyond dimly outlined through the driving snow-fall. While we were considering what to do, the young Swede landed from the canoe and took his pedestrian way Carson-wards, singing his same tiresome song about his 'sister and his brother' and 'the child in the grave with its mother', and in a short minute faded and disappeared in the white **oblivion**. He was never heard of again. He no doubt got **bewildered** and lost, and Fatigue delivered him over to Sleep and Sleep betrayed him to Death. Possibly he followed our treacherous tracks till he became exhausted and dropped.

Comprehension questions

1. Why was it difficult for the travellers to see ahead?
2. What was the assurance given by Ollendorff while going up the mountain?
3. What surprised the writer as they walked through the snow?
4. Who said, 'Boys, these are our own tracks ...' and realised that they were going in circles?
5. Why was Ollendorff 'called all manner of hard names'?
6. '... Fatigue delivered him over to Sleep and Sleep betrayed him to Death'.
What figure of speech is used in this expression?
7. '... they had already increased to five hundred!'
 - a. What grammatical name is given to this expression as it used in the passage?
 - b. What is its function?
8. For each of the following words, find another word or a phrase that means the same and can replace it as used in the passage.
 - a. dubious
 - b. assail
 - c. regiment
 - d. venomous
 - e. bewildered

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

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|--|-----------------------|
| Lesson Title: Vocabulary Development: Paradox | Theme: Reading |
| Practice Activity: PHL3-L104 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

A **paradox** is a statement that appears to be contradictory but has an element of truth. A **contradiction** is when 2 things are said that cannot both be true.

Writers can use paradoxes for several reasons:

- To point to a deeper truth
- To illustrate an opinion that is contrary to traditional ideas
- To make a reader think about something in a new way

Some examples of paradoxes in literature are:

- ‘The swiftest traveler is he that goes afoot.’ – Henry David Thoreau¹

Although there are faster forms of transportation, **Thoreau** is pointing to a deeper truth. He wants to say that there are other types of destinations than geographical ones; people that surround themselves in nature by walking will perhaps grow their inner selves.

- ‘Some day you will be old enough to start reading fairy tales again.’ – C.S. Lewis²

Although fairy tales are for children, **Lewis** is saying that you can understand them and appreciate them in a new way as you get older.

- ‘All animals are equal, but some are more equal than others.’ – George Orwell³

George Orwell is suggesting that while we believe everyone should be equal, we do not actually treat everyone equally.

Practice

Activity 1

Read the poem and answer the comprehension questions on it.

America⁴

by Claude McKay

Although she feeds me bread of bitterness,
And sinks into my throat her tiger's tooth,
Stealing my breath of life, I will confess
I love this cultured hell that tests my youth.
Her vigour flows like tides into my blood,
Giving me strength erect against her hate,
Her bigness sweeps my being like a flood.
Yet, as a rebel fronts a king in state,
I stand within her walls with not a shred
Of terror, malice, not a word of jeer.
Darkly I gaze into the days ahead,
And see her might and granite wonders there,
Beneath the touch of Time's unerring hand,
Like priceless treasures sinking in the sand.

Comprehension questions

1. What is the feeling expressed in the first 4 lines of the poem?
2. Who is the 'she' referred to in the poem?
3. Identify 2 similes in the poem.
4. Identify 2 paradoxes in the poem.

Activity 2

Identify which of the following are examples of paradox.

1. Moses supposes his toeses are roses.
2. I'll be short.
3. We shall not flag or fail. We shall go on to the end.
4. It was the best of times and it was the worst of times.
5. This rock? Heavy? Why, it's as light as a feather.
6. It's incredibly warm inside the snow house.
7. She has the face of an angel.
8. Her parents were so mad that they breathed fire.
9. He ate two plates full of food, but still felt hungry.
10. Oh, it's nothing. Just forget about it.
11. Oh, you know me. I'm always busy doing nothing.
12. The child is the father of the man.
13. In America there is hunger among plenty.

14. More haste, less speed.
15. A good offence is the best defense.

Activity 3

Choose the correct answer from the multiple-choice options given:

1. A paradox is:
 - a. Rage, fury, anger
 - b. A body (natural or artificial) which revolves around a larger body: generally, a planet
 - c. Something seemingly contradictory or false, but actually true
 - d. Disgrace, humiliation or dishonour
2. Which of the following is an example of a paradox?
 - a. The sun also rises.
 - b. Noisy silences
 - c. To be or not to be
 - d. You must be cruel to be kind.
3. Which of the following best defines paradox?
 - a. The use of deliberate exaggeration for effect
 - b. The use of parallel structure for a series of similar grammatical elements
 - c. An imitation of a literary or musical work
 - d. An apparent contradiction that actually expresses a truth
4. Which of the following is the best example of a paradox?
 - a. I am so hungry I could eat a horse.
 - b. I am busy every moment of the day.
 - c. The ice felt so cold it was hot to the touch.
 - d. The dog scratched until it could scratch no more.
5. Which of the following is the best example of a paradox?
 - a. He was in a room full of people, but he felt alone.
 - b. Her home was her castle.
 - c. He played as if he were a professional on the field.
 - d. A live orchestra filled her ears as she listened to the radio.

¹Retrieved from 'Walden' by Henry David Thoreau (1854), which is in the public domain

² Lewis, C. (1950). *Lion, the Witch, and the Wardrobe, The*. New York, NY: HarperCollins.

³ Orwell, G. (1945). *Animal Farm: A Fairy Story*. London, England: Secker and Warburg.

⁴'America' by Claude McKay (1921) is in the public domain.

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| Lesson Title: Concord – Subject-Verb Agreement | Theme: Grammar |
| Practice Activity: PHL3-L105 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

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

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

There are several rules to remember about subject-verb agreement:

- Singular subjects have singular verbs.
Example: The **man eats** when he is hungry.
- Plural subjects have plural verbs.
Example: The **men eat** when they are hungry.
- A subject will always come before a phrase beginning with 'of'. The verb should be decided based on that subject.
Example: A **sum** of the numbers **is** 25.
 - The verb is singular because the subject is 'sum', not 'numbers'.
- Verbs in a sentence with 'either/or', and 'neither/nor' agree with the subject closest to them.
Examples:
 - Either the hyena or **the dogs are** howling.
 - Neither the dogs nor **the hyena is** howling.
- Singular and plural subjects connected by 'and' or 'as well as' agree with plural verbs.
Examples:
 - The **petition** and **pens are** on the table.
 - The **petition** and **pen are** on the table.
- If 2 subjects form a compound noun together, they agree with a singular verb.
Example: Science and technology **is** an interesting subject.
 - The words 'science' and 'technology' are two nouns that in this case act as one compound noun.
- Two singular subjects connected by 'or' agree with singular verbs.
Example: My father or my brother **meets** me after school.
- Collective nouns agree with singular verbs.
Examples:

- **The pack** (of dogs) **ate** from the rubbish heap.
- **The group** (of teenagers) **is making** a lot of noise.
- When subjects are separated from verbs by prepositional phrases or other nouns/pronouns, they still agree with the verb. Ignore the phrases and words in the middle.

Examples:

- **The driver**, who owns two cars, **lives** here.
- **The parents**, along with their child, **live** there.
- If a sentence starts with 'here' or 'there', the verbs agree with the actual subject.

Examples:

- There **are** some **children** in the classroom.
- Here **is** a **pencil** for you.

Practice

Activity 1

Choose the correct verb from the choices given in brackets to complete the sentences and ensure correct subject-verb agreement.

1. Simeon (is/are) exercising in the gymnasium.
2. They will (has/have) a difficult time explaining their absence.
3. My aunt and uncle (is/are) working in the same office.
4. Neither my sister nor my brother (speak/speaks) English.
5. Neither the driver nor the passenger (was/were) hurt in the accident.
6. Josephine and her friend Frances (is/are) looking forward to the trip.
7. Either the boy or the twins (is/are) participating in the football match.
8. Both my father and mother (reads/read) every evening.
9. Each boy and girl (has/have) to help out with the preparation.
10. Marian, who is poor but hard-working, (is/are) well-liked.
11. Coal and wood (was/were) some of the fuels used in those days.
12. The crowd (is/are) getting restless with every passing minute.
13. The group of troublemakers (gives/give) the townspeople a lot of problems.
14. Neither she nor we (was/were) at the scene of the crime last night.
15. Rosie as well as her classmates (works/work) hard.
16. The government (does/do) not always provide subsidies for poor families.
17. All windows except the one next to the door (was/were) broken.
18. Not only Susan but also her sister (is/are) interested in learning German.
19. A handful of seeds (was/were) all the farmers needed.
20. The darkness and silence (scare/scares) me.
21. Alimamy (runs/run) to the park every day.
22. The dogs (bark/barks) at strangers.
23. Bashiru and Unis (is/are) going to the movies.
24. The game (was/were) exciting.

25. They (worry/worries) too much.
26. She (study/studies) every night.
27. Black or white (is/are) your choice.
28. That (was/were) incredible.
29. Those (is/are) pretty shoes.
30. The cat or dog (is/are) in the yard.

Activity 2

Fill in the blanks with the correct form of the verb in brackets.

1. One of my friends _____ gone to Bo. (has/have)
2. Each of the boys _____ given a present. (was/were)
3. Neither of the contestants _____ able to win a decisive victory. (was/were)
4. Oil and water _____ not mix. (do/does)
5. He and I _____ at Oxford together (was/were)
6. Slow and steady _____ the race. (win/wins)
7. Neither Peter nor James _____ any right to the property. (has/have)
8. No prize or medal _____ given to the boy, though he stood first in the examination. (was/were)
9. Either Mary or Alice _____ responsible for this. (is/are)
10. Neither the minister nor his colleagues _____ given any explanation for this. (has/have)

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| Lesson Title: Concord – Subject-Verb Agreement (noun – numbers and pronoun – antecedent) | Theme: Grammar |
| Practice Activity: PHL3-L106 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

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

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

An **antecedent** is a word or phrase replaced by a substitute. A pronoun's antecedent is the noun or subject that the pronoun refers to.

Example: **Yenor** left the house to find **her** sister. The pronoun 'her' refers to 'Yenor'.

There are several rules to remember about antecedents:

- A singular antecedent agrees with a singular pronoun.
Example: The **man** goes to **his** office.
- A plural antecedent agrees with a plural pronoun.
Example: The **men** go to **their** office.
- A phrase or a clause between a subject and a verb does not change the number of the antecedent.
Example: **A group** of men **goes** to the office.
 - The phrase 'of men' does not make the subject 'group' plural.
- Singular indefinite pronoun antecedents agree with singular pronouns.
 - These pronouns are: each, either, neither, nobody, nothing, someone, everyone, everybody, anything, everything.
Example: **None** of the children ate **his** or **her** supper.
- Plural indefinite antecedents agree with plural pronouns.
 - Some of these are: several, few, both, many.
Example: **Many** children do not eat **their** food.
- Some indefinite pronoun antecedents that are modified by a prepositional phrase agree with either singular pronouns if they are uncountable.
 - These include: some, any, none, all, most.
Example: **Some** of the herd had lost **its** way. (Herd is uncountable.)

- Some indefinite pronoun antecedents, modified by a prepositional phrase, agree with plural pronouns if they are countable.
Example: **Some** of the goats had lost **their** way. (Goats can be counted.)
- Two nouns or subjects connected by 'and' or 'as well as' agree with plural pronouns.
Example: **Abdul** and **Idrissa** went to **their** class.
- Pronouns in sentences with 2 nouns and subjects connected by 'neither/nor' agree with the antecedent closer to it in the sentence.
Example: Neither Mabinty nor **her parents** called **their** relatives.
- The phrase '**the** number of' agrees with singular pronouns, while '**a** number of' agrees with plural pronouns.
Examples:
 - **The** number of passengers increases **its** size with each stop.
 - **A** number of passengers have bought **their** tickets.

Practice

Activity 1

Choose the correct verb from the choices given in brackets to complete the sentences and ensure correct subject-verb agreement.

1. The girl or her sisters (watch/watches) television every day.
2. Rob (does not/do not) like sport.
3. His classmates (study/studies) before the test.
4. One of the cookies (is/are) missing.
5. A lady with 10 cats (live/lives) in that big house.
6. Mumps(is/are) very serious.
7. The committee (decide/decides) when to adjourn.
8. Our team (is/are) the best.
9. Everybody (enjoy/enjoys) a good song.
10. Either (is/are) suitable.

Activity 2

Identify whether the following sentences are correct or incorrect based on their subject-verb agreement. Correct the incorrect sentences.

1. They have been waiting a long time.
2. The pen or the pencil are lost.
3. Someone do not understand.
4. Those has been cheaper in the past.
5. Bashiru and Unis like sport.
6. These are really special to me.
7. You rides with me.
8. All children goes to school.

9. Bashiru loves Unis.
10. That movie was awesome.
11. Cats and dogs love to run.
12. He do not like chocolate.
13. Sarah or her friends excels at volleyball.
14. Each of these have been ruined.
15. Trousers are baggy now.
16. The pupils, as well as the teacher, are nervous about the test.
17. The news are on at 10 p.m.
18. The family are a lot of fun.
19. Mathematics is hard for many.
20. The director, with all the cast members, works very hard.

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|---------------------------------------|-----------------------|
| Lesson Title: Expository Essay | Theme: Writing |
| Practice Activity: PHL3-L107 | Class: SSS 3 |



Learning Outcomes

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

1. Identify the features of an expository essay.
2. Use an outline to draft a 5-paragraph expository essay.
3. Draft an essay relevant to the topic with well-organised ideas.
4. Use appropriate vocabulary and grammar when writing.

Overview

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

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

The following are some different types of expository essays:

- How-to or process essay
 - Describes a process and gives instructions on how to achieve a certain goal
Example: How to fix a bicycle
- Compare and contrast essay
 - Used to show similarities and differences between 2 or more things
Example: The comparison of life in 2 countries
- Cause and effect essay
 - Shows relationship between events or things, where one is the result of the other or others
Example: The causes of poverty and its effect on children
- Definition essay
 - Used to explain concepts and things that cannot be defined in one line
Example: The phases of the moon
- Problem-solution essay
 - Used to present a problem and then explain all possible solutions.
Example: Reducing litter in a community

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

Practice

Activity 1

1. Use the outline to finish organising your ideas for a compare and contrast essay on the topic: 'The structure of nuclear families versus extended family units'.

| |
|--|
| Introduction Topic: Topic sentence: |
|--|

| |
|--|
| Idea #1 Topic sentence: Supporting details: |
|--|

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|--|
| Idea #2 Topic sentence: Supporting details: |
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|--|
| Idea #3 Topic sentence: Supporting details: |
|--|

| |
|---|
| Conclusion <ul style="list-style-type: none">• Restate the topic sentence• Summary of the evidence/supporting information• Closing |
|---|

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

Activity 2

1. Use your completed outline of an expository essay to write your essay on the topic.
2. Read your essay and check that you have included the following:
 - An introductory paragraph with a topic sentence which introduces the main idea
 - At least 3 paragraphs that explain 1 main idea each
 - Logically organised paragraphs either in order of importance or chronology
 - Linking expressions to connect ideas and sentences (Examples: Firstly, on the one hand, despite these factors, to add to that)
 - A topic sentence and supporting statements in all paragraphs
 - A closing paragraph with a topic sentence and a summary of the essay
 - No grammatical errors or spelling mistakes

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|---------------------------------------|-----------------------|
| Lesson Title: Expository Essay | Theme: Writing |
| Practice Activity: PHL3-L108 | Class: SSS 3 |



Learning Outcomes

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

1. Identify the features of an expository essay.
2. Use an outline to draft a 5-paragraph expository essay.
3. Draft an essay relevant to the topic with well-organised ideas.
4. Use appropriate vocabulary and grammar when writing.

Overview

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

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

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

Practice

Activity 1

1. Use the outline to organise your ideas for an expository essay on an important period in West African history.

Introduction

Topic:

Topic sentence:

Idea #1

Topic sentence:

Supporting details:

Idea #2

Topic sentence:

Supporting details:

Idea #3

Topic sentence:

Supporting details:

Conclusion

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

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

Activity 2

1. Use your completed outline of an expository essay to finish writing your essay on the topic.
2. Read your essay and check that you have included the following:
 - An introductory paragraph with a topic sentence which introduces the main idea
 - At least 3 paragraphs that explain 1 main idea each
 - Logically organised paragraphs, either in order of importance or chronology
 - A topic sentence with supporting statements in all paragraphs
 - Linking expressions to connect ideas and sentences
 - Examples: therefore, thus, however, moreover, in addition, because of these factors, as a result
 - A closing paragraph with a summary of the essay and a topic sentence
 - No grammatical errors or spelling mistakes

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|---|-----------------------|
| Lesson Title: Reading Skills Development: Reasoning | Theme: Reading |
| Practice Activity: PHL3-L109 | Class: SSS 3 |



Learning Outcomes

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

1. Demonstrate understanding of inductive and deductive reasoning.
2. Use reasoning to make assumptions and predictions about a text.

Overview

There are 2 main types of reasoning: deductive and inductive.

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

- If used correctly, deductive reasoning reaches logical and certain conclusions.
- Deductive reasoning has 3 parts: a premise, evidence and a conclusion.
- It starts with a premise, or rule, that everyone can accept. Example: All humans are mortal.
- The piece of evidence should be an observable fact.
Example: John is a human.
- The conclusion uses both the premise and the evidence together.
Example: All humans are mortal, and John is a human, so **John is mortal**.

Some common errors of deductive reasoning include:

- Untrue premises
Example: The rule 'some humans are immortal' is incorrect.
- It will lead to the wrong conclusion.
- Irrelevant evidence
Example: The evidence 'John is a man' does not relate to the general premise.

Inductive reasoning is the opposite of deductive reasoning. Its features are as follows:

- It starts with given facts or observations and uses them to create a rule.
- It is useful for making theories or guesses about things.
Example: The first three students I met were all boys. Therefore, maybe this school is an all-boys school.
- Inductive reasoning deals with probabilities, not certainties.
- The more relevant facts you can gather, the more likely the conclusion is to be correct.

Some common errors of inductive reasoning include:

- Jumping to conclusions
Example: If there are 5,000 students at the school in the example above, three students represents a very small sample.
 - It is too soon to make conclusions.
- Assuming the future will be like the past
Example: A person could observe that he or she has never died and incorrectly conclude that he or she will never die.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

How I Got to Where I Am Today

When I was in primary school, life was rough. I did not get along with the other pupils, who called me names like Too-Short Titi. And I am pretty sure that all my teachers hated me. I never got in any trouble, but by papers would come back with red marks all over them. Even when I thought I had done a good job, I would still see those red marks. This was primary school; it was not supposed to be so hard, and I wondered how I would possibly make it through junior secondary school.

The truth is that I almost did not. Junior secondary school was just more of the same. What did I expect? After all, the majority of pupils from primary school were there. And the teachers all shared that look of disappointment I had grown so accustomed to. They seemed to all be saying, 'This is the best you can do?' I began to lose interest in school and longed for the day I could leave.

When I arrived at senior secondary school, I was already defeated – just there to get it over with until I could find a husband and get married. Even that seemed like a distant dream. And then, slowly, things changed. A new English teacher, Mrs Bakarr, came to our school and she saw something in me that I did not know was there. My papers would come back and, although there were still marks, her notes were so supportive. She was interested in what I had to say and wanted me to say more.

So, I did. I began writing all the time, even just for fun, and before I knew it I was pulling the best grades in the class. My self-confidence grew and I stopped caring about what other people said about me. Ironically, because I stopped caring about them, they stopped bothering me and some even wanted to befriend me. Pretty soon, I was one of the most popular girls in our class, with a group of friends who respected me for my confidence and independence.

Although I could not have Mrs Bakarr for every class, the tools she helped instil in me paid off in every subject in every year. They are still with me now that I am in university.

Comprehension questions

1. What 2 problems did the writer experience when she was in primary school?
2. What was the writer accustomed to?
3. Why did she lose interest in attending school?
4. What was her final hope after secondary school?
5. What is ironic about the writer's situation at the end of the passage?
6. What do you think would have been the writer's situation if she had not met Mrs Bakarr?
7. 'When I arrived at senior secondary school ...'
 - a. What grammatical name is used for this expression?
 - b. What is its function as it is used in this passage?
8. For each of the following words, find another word or a phrase which means the same and can replace it as it used in the passage.
 - a. hated
 - b. accustomed
 - c. supportive
 - d. bothering
 - e. independence

Activity 2

Read the following statements and determine whether they use inductive or deductive reasoning.

1. Since today is Friday, tomorrow will be Saturday.
2. Since it has rained every New Year's Day for the past four years, it will rain on New Year's Day again this year.
3. A girl examines ten flowers, all of which are red, and concludes that all flowers must be red.
4. If an isosceles triangle has at least two sides congruent, then an equilateral triangle is also isosceles.
5. Sandy earns As on his first six geometry tests so he concludes that he will always earn As on geometry tests.
6. No plum tree is deciduous, and all non-deciduous trees are evergreens. It follows that all plum trees are evergreens.
7. Samuel must belong to the Teacher's Union, since almost every teacher in the district does.
8. Either Captain Koroma or Reverend Michael killed Professor Silvanus. But whoever ran off with Mrs Cole did not kill the Professor. Since Reverend Michael ran off with Mrs Cole, then Captain Koroma killed Professor Silvanus.
9. I have never met a puppy with a nasty disposition. I bet there are not any.
10. Since some grapes are purple, and all grapes are fruit, some fruit is purple.

| | |
|---|-----------------------|
| Lesson Title: Reading Skills Development: Reasoning | Theme: Reading |
| Practice Activity: PHL3-L110 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

There are 3 levels of reading that can be used alongside inductive and deductive reasoning:

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

Practice

Activity 1

Read the text and answer the comprehension questions on it.

The Case of the Drowned Businessman

The detective drove to the beach unsure of what to expect. He had seen it all since taking the job three decades ago. He could even see the flashing lights of emergency vehicles in his dreams. In just two weeks he hoped to put those flashing lights – and the bad dreams – behind him. He was going to retire and retreat to a quiet life outside the city.

He had gotten the call from his boss, the police captain, who told him to get to the beach right away. Some fishermen had found the body of a prominent businessman who had gone missing a week earlier. He had gone on a cruise around the islands and not come back. 'Great', he thought. 'Just what I need'. He was hoping to retire in relative obscurity. Instead, he would be in the newspapers. The media would probably get there the same time he did, if they were not there already.

But he caught a break. Thus far, there was only a bewildered beach security guard and a smattering of young fishermen huddled together over the corpse. He pushed his way through the small crowd and hunched over the body to take a closer look. It was definitely him – he could tell from the wispy moustache. The businessman's shoes were off, but not the socks. He was wearing a blue jacket and pants with a white shirt and dark tie underneath. Everything was buttoned properly, and he looked like he had just decided to go for a morning swim ... fully-clothed except for the shoes.

The detective looked at his tie, which was unevenly done; it seemed tighter than it should be. He wondered if the ocean had somehow caused it to cinch up once he had gotten into the water. He pinched the knot and loosened it, and could see dark, visible bruises along the neck.

The detective reached into the man's back pocket, searching for a wallet. He found one and gave a surprised look at the fishermen. They had been very good citizens, he noted to himself – first calling the police and then avoiding the temptation to steal from one of the richest men in the country.

One of them said something now. 'What happened? Did he drown?'

The detective looked up. 'No. I do not believe so. He was already dead before he hit the water. He was murdered'.

'How could you possibly know that?' the security guard said, lifting up his cap to scratch his head.

'Because the businessman never wore ties. Not in a single photo. And this one was forced on by someone who did not know what they were doing. See? It is tied backwards'.

The fishermen, none of whom had ever worn a tie before, nodded their heads in unison. The detective continued: 'Someone strangled him with this tie and put it on him to cover up the murder. And then that person threw him overboard to make it look like an accidental drowning'. *Now I just have to prove it*, he thought.

Comprehension questions

1. What has the detective seen since taking the job?
2. Why was the detective called by the boss?
3. How did the detective identify the businessman?
4. What was the cause of the drowning?

5. '... which was unevenly done'.
 - a. What grammatical name is given to the expression?
 - b. What is its function?
6. '... cover up the murder'.
 - a. What figure of speech is used in this expression?
 - b. What does it mean?
7. For each of the following words, find another word or a phrase which means the same and can replace as it is used in the passage.
 - a. probably
 - b. bewildered
 - c. avoiding
 - d. scratch

Activity 2

Read the following statements and determine whether they use inductive or deductive reasoning:

1. Why is Unis so mean to Bashiru? The only thing I can think of is that she is jealous. Jealousy is what is making her mean.
2. Bashiru will make a fine president. After all, he made a fine parliamentarian.
3. The figure he drew has only three sides, so it is not a square.
4. It was the pizza that made my stomach churn. What else could it be? I was fine until I ate it.
5. Water boils at 100 degrees Celsius. The kettle is boiling. It is 100 degrees Celsius. It must be water.

| | |
|---|-------------------------|
| Lesson Title: Comprehending a Listening Passage – Debate | Theme: Listening |
| Practice Activity: PHL3-L111 | Class: SSS 2 |



Learning Outcomes

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

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

Overview

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

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

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

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

Practice

Read the passage and answer the comprehension questions on it.

Universities Should Evaluate Applicants for Admission Holistically

Good day, Madame Chairperson, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen. I stand before you today to speak against the motion that universities should evaluate applicants for admission using only WASSCE results.

Sierra Leone’s universities have, for years, relied on a simplistic method to determine which applicants to accept: WASSCE scores. Score well, and your path to university is all but assured. Do poorly and watch your university dreams evaporate. Although this is an efficient way to streamline the admissions process, as my opponent has

pointed out, it is in fact an unfair and unsatisfactory mechanism for determining who is worthy of continuing on to tertiary education.

First, it treats pupils as though they have all had similar advantages in secondary school. Yet there is clearly a **distinction** between public and private secondary schools. After all, why else would parents pay extra for their children to attend them? They do so to seek out better educational opportunities. The same often holds true of schools in the city versus schools in more rural areas. Universities, then, are not paying sufficient attention to the **circumstances** of individual pupils.

My opponent notes that it is not universities' responsibility to admit pupils who have not proven themselves in secondary school. They are, she says, not 'charities'. In this, she is correct. However, just as secondary school can lift a pupil's standing, so too can universities. A pupil **deprived of** sufficient opportunity in secondary school may, once in university with proper instruction, catch up to – and even overtake – his or her peers quite quickly. In ignoring pupils with potential, universities are actually doing themselves **a great disservice**. They may be ignoring future political leaders, budding businesspeople, or brilliant doctors and lawyers.

Second, WASSCE results do little to evaluate character. How can qualities of success, such as **perseverance** and discipline, be adequately measured in a few hours? Some naturally good test-takers may score well **without ever being truly challenged**. Yet university is a challenging time; pupils accustomed to easy success do not always fare well. Better, then, for the university to evaluate character through reference letters from teachers and administrators. These provide **a holistic view** of the candidate and ensure that the young person will not run at the first sign of difficulty.

Finally, it is important to remember that, outside of school, outcomes in life rarely rely on examination results. On the contrary, success is more typically built on creativity and imagination. Entrepreneurs succeed by putting new business ideas into the world. Scientists cure diseases by adopting **novel** approaches to old problems. And even farmers in the field increase their yields through experimentation. Why then are universities not looking for the most creative pupils?

I am not denying the importance of WASSCE in college admissions. However, acceptance into university should not solely be based on the results from one examination. I hope you will agree with me that universities should evaluate applicants for admission holistically. Thank you.

Comprehension questions

1. According to the speech, why do universities often rely so heavily on WASSCE scores?
2. Which example does the writer use in the third paragraph to support his or her argument?
3. Why does the writer mention perseverance and discipline in the fifth paragraph?

4. What are the 3 main arguments that the writer uses to present his or her position on the motion?
5. According to the writer, how should universities evaluate character?
6. Quote a metaphor used in the second paragraph.
7. '... without ever being truly challenged'.
 - a. What grammatical name is given to this expression as it is used in the passage?
 - b. What is its function?
8. Given below are words and phrases from the passage. Replace them with synonyms (words or phrases with similar meanings) without changing their meaning.
 - a. distinction
 - b. circumstances
 - c. deprived of
 - d. a great disservice
 - e. a holistic view
 - f. novel
9. Identify 2 examples of rhetorical questions.

| | |
|-------------------------------------|--------------------------------------|
| Lesson Title: Debate | Theme: Listening and Speaking |
| Practice Activity: PHL3-L112 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

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

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

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

The main components of a speech for a debate are as follows:

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

Here are the steps to prepare a counter-argument:

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

When participating in a debate, remember:

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

Practice

Activity 1

Read aloud the following example paragraphs on the motion: 'Universities should evaluate applicants for admission using only WASSCE results'. Use appropriate intonation and tone. Be sure to speak with confidence and expression.

Introductory paragraph:

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Olukosi Adebayo and I stand before you today to speak for the motion: 'Universities should evaluate applicants for admission using only WASSCE results'.

A paragraph for the motion:

It is important to note that the WASSCE is an objective measure of knowledge. It does not favour pupils because of their family name, money or school affiliation. Therefore, it is the fairest and most egalitarian way to evaluate university applicants.

A paragraph against the motion:

First, relying on the WASSCE treats pupils as though they have all had similar advantages in secondary school, yet there is clearly a distinction between public and private secondary schools. After all, why else would parents pay extra for their children to attend them? They do so to seek out better educational opportunities. The same often holds true of schools in the city versus rural schools. Universities, then, are not paying sufficient attention to the circumstances of individual pupils.

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

My opponent presents a reasonable argument that, by relying on the WASSCE, universities may be overlooking talented candidates who were never given the chance to shine in secondary school. However, truly outstanding pupils will find a way to shine, either through scouring their textbooks, seeking out tutoring after class or doing extra homework. Universities admit hundreds of public school candidates each year, many of them from small villages.

Activity 2

1. Write an introductory paragraph and a paragraph in favour of the motion: 'School should begin no earlier than 8:30 a.m.'
2. Write a counter-argument that directly responds to the paragraph you wrote in favour of the motion.
3. Read the arguments aloud. Use appropriate intonation and tone. Practise speaking with confidence and expression.

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|---|-----------------------|
| Lesson Title: Vocabulary Development: Stock Exchange | Theme: Reading |
| Practice Activity: PHL3-L113 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

The WASSCE tests your knowledge of general vocabulary. The **stock exchange** is one of the areas tested. A stock exchange is a market in which stocks and bonds are sold. It is an organised and regulated financial market. The prices are governed by supply and demand.

The following are some helpful words related to the topic:

- Markets: Opportunities for trade or business within a sector or region
- Assets: Valuable property that a company owns
- Liquid assets: Cash
- Stock: A share of a company, which is worth money
- Dividend: Money paid to shareholders from a company's profits
- Shareholder: Someone who owns shares in a company
- Interest: Extra money paid back for a debt
- Stock exchange: A market in which stocks and bonds are sold
- To fluctuate: To go up and down irregularly
- Creditor: Someone who is owed money
- Bond-issuer: The company that issues a bond
- Inflation: A general increase in prices over time
- Portfolio: A range of investments
- Crash: An extreme drop in stock prices across the market

Practice

Activity 1

Read the text and answer the comprehension questions on it.

The Stock Market Explained

When companies get big enough, they want to get bigger. To get bigger, they need money. They might want cash to hire more people, build more offices, make new products or expand their reach into new **markets**. Here is the thing: They often have a lot of **assets** in terms of property and products, but not necessarily a lot of **liquid**

assets – so they need a lot of cash to get bigger. So, a growing company may essentially sell itself to the public – not the whole thing, but just small pieces of it, called shares. Each person who buys a share becomes a part owner of the company. The company ensures it retains majority control by keeping at least half of the shares, or **stock**, in its own hands.

Why would people buy a very small piece of a company? Well, because they want to make money, too. Most people count on the value of the company growing over time. As the company becomes more valuable, their stock does too – and some companies pay out cash **dividends** to their **shareholders** each time they make a profit. This investment strategy often plays out over decades, with people buying stock instead of placing their savings in a bank account, where it is unlikely to gain much **interest** to grow their savings. For others, the stock market is a kind of a game. They try to buy shares when they are very cheap and sell them when they become expensive.

How can you buy shares? All of these stocks are traded in the stock market, composed of stock exchanges around the world. The biggest **stock exchanges** are in New York, London and Tokyo, but Africa has over 30 stock exchanges. As companies' shares are bought and sold at these places, their share price **fluctuates**, sometimes going up and sometimes going down depending upon how much people want it.

Stocks are not the only way that companies make money. Corporations, as well as governments, also borrow money from individual investors by selling bonds. In return, the **creditor** is promised a fixed interest rate, whereby the **bond-issuer** pays them back later more than they put in. Unlike stocks, bonds are low risk, but there is not much upside. In fact, in unstable economies the fixed interest may be lower than **inflation**, so the investment may lose value.

Most individual investors use a combination of stocks and bonds to create a **portfolio**. Therefore, if the value of an individual company drops, the investor is not badly damaged and may even decide to wait for the stock price to go back up. However, they are not necessarily protected from a stock market **crash**. That is why older investors who are looking to retire soon and take their money out of investments will pack their portfolios full of bonds.

Comprehension questions

1. What do companies normally lack?
2. What is the advantage of having shares in companies?
3. What is the advantage of bonds over stocks?
4. Who borrows money from investors?
5. What do companies give shareholders each time they make a profit?
6. Name the two biggest stock exchange areas.
7. 'As companies are bought and sold at these places ...'
 - a. What grammatical name is given to the expression as it used in the passage?

- b. What is its function?
8. For each of the following words, find another word or a phrase which means the same and can replace it as it is used in the passage.
- strategy
 - expensive
 - crash

Activity 2

For each numbered gap in the following passage, choose the option that best completes the passage.

The stock market is a vehicle to invest 1. _____. It is where 2. _____ buy and sell portions of companies called 3. _____. Stock 4. _____ means you are purchasing a share of the company, therefore the company's success determines the value of your investment.

The stock market is a centralised area where 5. _____ and 6. _____ come together to perform stock 7. _____. When one thinks of the stock market, the first thing that comes to mind is the New York Stock Exchange, which is also known as 8. _____.

- | | | | |
|------------------|--------------|-----------------|--------------|
| 1. profit | money | building | stock |
| 2. sellers | retailers | consumers | wholesalers |
| 3. markets | stocks | goods | prices |
| 4. marketing | shopping | investment | selling |
| 5. buyers | owners | payees | receivers |
| 6. traders | sellers | buyers | owners |
| 7. reception | transactions | information | inspection |
| 8. London Street | Wall Street | New York Street | Tokyo Street |

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| Lesson Title: Vocabulary Development: Stock Exchange | Theme: Writing |
| Practice Activity: PHL3-L114 | Class: SSS 3 |



Learning Outcomes

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

1. Use general vocabulary associated with the field of the stock exchange.
2. Complete a text using appropriate vocabulary.

Overview

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

The following words are from the previous lessons:

- Assets: Valuable property that a company owns
- Bond: A loan an investor makes to a company
- Bond-issuer: The company that issues a bond
- Crash: An extreme drop in stock prices across the market
- Creditor: Someone who is owed money
- Dividend: Money paid to shareholders from a company's profits
- To fluctuate: To go up and down irregularly
- Inflation: A general increase in prices over time
- Interest: Extra money paid back for a debt
- Liquid assets: Cash
- Markets: Opportunities for trade or business within a sector or region
- Portfolio: A range of investments
- Securities: Certificates of ownership for stocks or bonds
- Shareholder: Someone who owns shares in a company
- Stock: A share of a company, which is worth money
- Stock exchange: A market in which stocks and bonds are sold

Here are more terms related to the topic of the stock exchange:

- Bear market: When most people participating in the stock exchange are selling, driving prices down
- Bull market: When most people participating in the stock exchange are buying, driving prices up
- Commodity: A raw material such as coffee or cocoa beans that is traded
- Futures contract: An agreement to buy or sell a security for a specific price at a specific time in the future, regardless of its actual value
- Insider trading: The buying or selling of stocks by someone who has information that is not publically known but which would affect the stock price

- Merger: When two companies combine to form one company
- Stockbroker: Someone who buys and sells securities on behalf of others
- Takeover: An attempt to offer to buy shareholders' shares at a specific price to gain a controlling majority in a company

Practice

Fill the blanks in the following passage with the most suitable word from the options given below.

In recent times, more and more people have become aware of how to 1. _____ on the stock market and the possibility of making huge profits from investing in stocks. The process is quite easy: a person either buys shares directly during a public 2. _____ or does so through professional institutions or experts known as stock 3. _____. Thereafter, the buyer is issued with a share 4. _____ to show that she or he owns shares in a company.

Investing in stocks and shares can be done over the long or short term. A long-term investor does not hurry to sell his or her shares at any slight increase in price, but instead is satisfied with the 5. _____ that the company sends to him and other 6. _____ annually from the 7. _____ it declares. This is usually paid according to the number of 8. _____ the investor holds. During a 9. _____, investors can expect high returns. Short-term investors, on the other hand, sell their shares as soon as they can make a reasonable profit from their investment. Usually, they aim to buy during bear markets and sell during bull markets. The same general strategy applies toward 10. _____; they will often bet that the price of a 11. _____ will go down or up and try to beat the market. However, it is advisable to be cautious because the stock market can be very 12. _____ and may even 13. _____.¹

- | | | | | |
|-----|--------------------|-----------------|----------------------|-------------------|
| 1. | a. participate | b. operate | c. sell | d. trade |
| 2. | a. offer | b. lottery | c. auction | d. exchange |
| 3. | a. traders | b. clients | c. brokers | d. marketers |
| 4. | a. certificate | b. notice | c. care | d. identification |
| 5. | a. money | b. payment | c. reward | d. dividend |
| 6. | a. creditors | b. shareholders | c. debtors | d. citizens |
| 7. | a. amount | b. value | c. stock | d. profit |
| 8. | a. shares | b. stocks | c. products | d. dollars |
| 9. | a. bear market | b. bull market | c. takeover | d. merger |
| 10. | a. insider trading | b. bond trading | c. futures contracts | d. takeovers |
| 11. | a. commodity | b. bond | c. company | d. stock |
| 12. | a. independent | b. bullish | c. unstable | d. expensive |
| 13. | a. drop | b. crash | c. slip | d. liquidate |

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

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|--|-----------------------|
| Lesson Title: Reading Skills Development: Substitution of Words in a Passage | Theme: Reading |
| Practice Activity: PHL3-L115 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

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

Synonyms are words or phrases that have almost, if not completely, the same meaning. For example, the word 'great' has synonyms such as fantastic, wonderful, magnificent, stupendous, powerful, strong and big.

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

An example of correct and incorrect substitution is shown below:

- Sentence: All the teachers agreed he was a **great** pupil.
 - Incorrect substitution: All the teachers agreed he was a **big** pupil.
 - Correct substitution: All the teachers agreed he was a **fantastic** pupil.

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

The following example shows correct and incorrect substitution:

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

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Bockarie Returns to Kenema¹

When Bockarie heard that he had some visitors from his hometown, Kenema, he concluded **immediately** that they were the usual seekers of, at best, jobs and, at worse, handouts. They must have come because earlier callers had not reported back what he had stressed: that he did not get to where he is today by performing favours. Whereas he had shown remarkable **kindness** to their predecessors, he vowed to show these new beggars only _____. That was the only way they would learn.

He took his time to put his office and workshop in order, determined not to leave in a hurry just because of some stubborn fortune-seekers. He made sure that all of his 72 employees signed out before he **signalled to** his driver. There, in his huge limousine, he thought of the next multimillion-dollar construction contract and how he would be able to **afford** a helicopter from the profits; he would no longer need to wait in Freetown's traffic, which seemed to grow worse every year.

It took about an hour to drive the five kilometres to his mansion. On arrival, his wife **informed** him that his visitors were chiefs from Kenema. He felt revulsion as he imagined that they must have come with a king-size request in accordance with their own self-importance. He entered the house with a **scowl**, but the three chiefs immediately disarmed him with a cheerful a. _____. Each met him in the doorway with a bear hug. As soon as the chit-chat ended – even Bockarie would not **scold** them during greetings – they announced that the town of Kenema had decided to confer on him the highest traditional title. The group requested his presence at the great event, set for one month from the day. He was **flabbergasted** that they had come with such an offer. He accepted at once.

Thereafter, things moved very fast. He contacted all the great names in the country, among them **esteemed** politicians and business associates. But although the chiefs had dedicated **a lot of time** toward the event, Bockarie did not have time so much for a b. _____ visit to Kenema.

Soon, the great day came. Hundreds of limousines from far and near streamed into the town. As he was not the only awardee, the conferment ceremony began with people **unfamiliar to** Bockarie, allowing enough time for all of his own invitees to arrive. Just as he was called, some tough-looking youngsters took the stage and began shouting into the microphone. The leader announced, 'Bockarie does not deserve this title. A man who has deserted his community for 30 years, who did not return even to care for his **ailing** parents before they died, and who has turned a deaf ear on the calls of the youth, should not be treated as a favourite son of the city'.

The elders tried to **calm** the youths, but their ranks were growing by the minute, and they were becoming more and more c. _____. Before long the event was called off, and Bockarie had to **scamper** to his limousine. He told the driver to speed off as he

could hear rocks hitting his vehicle. His driver informed him that they were stuck in traffic – the limousines of his invitees were trying to leave as well.

Comprehension questions

1. How did Bockarie treat his visitors from his hometown?
2. What evidence is there in the passage that Bockarie was a wealthy man?
3. What should Bockarie have done before the day of the presentation of the title?
4. Give 2 reasons why the youths objected to Bockarie receiving the title?
5. For each of the following words find another word or phrase which means the same and which can replace it as it is used in the passage.
 - a. stressed
 - b. determined
 - c. flabbergasted
 - d. deserted

Activity 2

Choose the word or group of words that is nearest in meaning to the **bold** word as it is used in the sentence.

1. She has a very low singing voice; it is quite **unique**.
 - a. considerable
 - b. natural
 - c. superb
 - d. special
2. The **memorable** journey has made a lasting impression on me.
 - a. periodic
 - b. remarkable
 - c. valuable
 - d. pleasant
3. Our progress was **inhibited** by unforeseen circumstances.
 - a. lessened
 - b. controlled
 - c. conquered
 - d. hampered
4. It is **treachery** to reveal a friend's secret.
 - a. cowardice
 - b. wickedness
 - c. betrayal
 - d. dishonesty
5. Most people rejoice when good **triumphs** over evil.
 - a. turns
 - b. soars
 - c. appreciates
 - d. prevails

6. Society should not **shield** wrongdoers.
 - a. condone
 - b. accept
 - c. consider
 - d. protect
7. Susan is such an **agreeable** young lady.
 - a. clever
 - b. pleasant
 - c. fair
 - d. calm

Activity 3

Choose the word or group of words that is most nearly opposite in meaning to the **bold** word as it is used in the sentence.

1. I took a drug to **relieve** my headache only for it to _____ my condition.
 - a. alleviate
 - b. provoke
 - c. abate
 - d. aggravate
2. You will make a good counsellor by **listening** to your clients rather than _____ them.
 - a. offending
 - b. ignoring
 - c. mishandling
 - d. threatening
3. Tell Michael something **confidential** and he makes it _____ the next minute.
 - a. public
 - b. personal
 - c. popular
 - d. private
4. You will succeed with clients if you **coax** them rather than _____ them.
 - a. coerce
 - b. punish
 - c. pamper
 - d. curse
5. While Adjoa is **attentive** to her duties, Kofi is _____.
 - a. curious
 - b. negligent
 - c. punctual
 - d. realistic

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

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|--|-----------------------|
| Lesson Title: Reading Skills Development: Substitution of Words in a Passage | Theme: Reading |
| Practice Activity: PHL3-L116 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

The WASSCE tests your ability to substitute words in a passage by identifying synonyms and antonyms of selected words. It does so by providing options. You must choose the options that are either nearest in meaning (synonyms) or most nearly opposite in meaning (antonyms).

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Excerpt from 'On a Mountain Trail'¹

by Harry Perry Robinson

We had no warning. It was as if they had **deliberately** lain in ambush for us at the turn in the trail. They seemed suddenly and silently to rise on all sides of the sleigh at once.

It is not often that the gray timber-wolves, or 'black wolves', as the mountaineers call them, are seen hunting in packs, though the animal is plentiful enough among the foot-hills of the Rockies. As a general rule they are met with **singly** or in pairs. At the end of a long and severe winter, however, they sometimes come together in **bands** of fifteen or twenty; and every old mountaineer has a tale to tell perhaps of his own narrow escape from one of their fierce packs, perhaps of some friend of his who started one day in winter to travel alone from camp to camp, and whose clean-picked bones were found beside the trail **long afterward**.

The first forty miles of the road had lain **entirely** over hills – zigzagging up one side of a mountain only to zigzag down the other – with the **dense** growth of pine and tamarack and cedar on both sides, wreathed here and there in mist. But at last we were clear of the foot-hills and reached the level. The tall forest trees gave place to a wilderness of thick underbrush, lying black in the evening air, and the horses swung contentedly from the steep grade into the a. _____ trail, where **at last** they could let their legs move freely in a trot.

Hardly had they settled into their stride, however, when both animals b. _____ violently to the left side of the trail. A moment later they plunged back to the right side so suddenly as almost to throw me off into the brush.

Then, out of the earth and the shadow of the bushes, the **grim**, dark forms seemed to rise on all sides of us. There was not a sound – not a snap nor a snarl; but in the gathering twilight of the February evening, we saw them moving **noiselessly** over the thin coat of snow which covered the ground. In the uncertain light, and moving as rapidly as we did, it was impossible to guess how many they were. An animal which was one moment in plain sight, running **abreast of** the horses, would, the next moment, be c. _____ in the shadow of the bushes, while two more dark, silent forms would edge up to take its place.

Comprehension questions

1. What does the writer mean by ‘... and every old mountaineer has a tale to tell perhaps of his own narrow escape’?
2. ‘A moment later ...’
 - a. What grammatical name is given to this expression?
 - b. What is its function?
3. For each of the following words, find a word or a phrase that can replace it as it is used in the passage.
 - a. deliberately
 - b. packs
 - c. entirely
 - d. grim
 - e. noiselessly

Activity 2

Choose the word or group of words that is nearest in meaning to the **bold** word as it is used in the sentence.

1. The evidence of the witness **corroborates** that of the accused.
 - a. negates
 - b. reinforces
 - c. opposes
 - d. disclaims
2. The attacker advanced on his opponent in a **menacing** fashion.
 - a. threatening
 - b. unforgettable
 - c. fascinating
 - d. crucial
3. The bond of unity in his country is **fragile**.
 - a. strong
 - b. weak
 - c. ductile
 - d. attractive

4. If I have erred, I hope the error is **pardonable**.
 - a. excusable
 - b. intelligible
 - c. reparable
 - d. redeemable
5. We need an expert to **decipher** the code.
 - a. understand
 - b. explain
 - c. demystify
 - d. interpret

Activity 3

Choose the word or group of words that is most nearly opposite in meaning to the **bold** word as it is used in the sentence.

1. **Polygamy** is very common in Africa, whereas the only acceptable form of marriage in Europe is _____.
 - a. bigamy
 - b. celibacy
 - c. polyandry
 - d. monogamy
2. The principal wants us to _____ the motion, not **oppose** it.
 - a. sustain
 - b. support
 - c. defame
 - d. applaud
3. He **denied** that he _____ to committing the offence in his earlier statement.
 - a. admitted
 - b. argued
 - c. emphasised
 - d. negated
4. The long trek **exhausted** him, so he needed rest to _____.
 - a. repose
 - b. remake
 - c. recuperate
 - d. rejuvenate
5. The motorist said the splashing of the water was _____, not **deliberate**.
 - a. incidental
 - b. intentional
 - c. accidental
 - d. avoidable

¹'On a Mountain Trail' by Harry Perry Robinson (1890) is in the public domain.

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| Lesson Title: Vocabulary Development: Connotation and Denotation | Theme: Reading |
| Practice Activity: PHL3-L117 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

Denotation is the literal meaning of a word.

Example: A house is a building in which humans live; this is a synonym of 'home' and 'residence'.

Connotation is the idea or feeling a word suggests.

Example: 'Home' connotes feelings of family, comfort and belonging, whereas the word 'house' connotes the idea of the physical building.

Euphemisms are words that are used to replace similar words with negative connotations.

Examples:

- 'Ambitious' instead of 'greedy'
- 'Slender' instead of 'skinny'
- 'Eccentric' instead of 'weird'

The following are examples of words with similar denotations and different connotations.

- 'Inexpensive' connotes a good price, whereas 'cheap' connotes that something is poorly made.
- 'Statesman' connotes a public servant doing what is best for his country; 'politician' connotes someone who is more self-interested.
- 'Wise' connotes goodness, whereas 'shrewd' connotes someone who uses deceit.
- 'Chef' connotes skill and creativity, whereas 'cook' merely connotes someone who makes food.

Practice

Identify 1 positive and 1 negative connotation for each of the following words.

Example: inexpensive

Positive connotation: affordable

Negative connotation: cheap

1. odour
2. curious
3. thin
4. argue
5. watch (verb)
6. unique
7. old
8. proud
9. young
10. thrifty

Activity 2

Give the connotation of the **bold** words based upon their use in the sentences.

1. I recognise the terrible **smell** of my roommate's cooking.
2. Scrapple is an **inexpensive** meal.
3. Kevin's interest in model cars has turned into a time-consuming **hobby**.
4. Uncle Henry lives in a **hut** deep in the woods.
5. In a quiet and **stealthy** way, Bartley moved into the room.

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| Lesson Title: Vocabulary Development: Rhetorical Questions | Theme: Reading |
| Practice Activity: PHL3-L118 | Class: SSS 3 |



Learning Outcomes

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

1. Define rhetorical question and demonstrate understanding of its function in a text.
2. Use context clues and inference to determine the meaning of figurative language in a text.
3. Demonstrate understanding of figurative language by explaining examples in your own words.
4. Answer questions on a text.

Overview

Rhetorical questions are questions to which no answer is expected.

Example:

A husband comes back to the family home after midnight. His wife has been waiting for him for hours. She says, 'Do you have any idea what time it is?' She is pointing out that he is late.

Rhetorical questions can be used as follows:

- They can be used in question tags.
Example: A teacher scolds a daydreaming pupil, saying, 'You were not listening, were you?'
- They may be used to draw attention to something negative.
Example: 'How do you expect to succeed with an attitude like that?'
- This means the person has a bad attitude.
- They may be used to make a positive point.
Example: 'Who does not love the ocean?'
- The speaker is saying everyone loves the ocean.
- They can be sarcastic/negative responses to another question.
Example: Someone asks, 'What is her name?' and receives a reply of 'How should I know?'
- They can be used to reject suggestions.
Example: Someone suggests, 'Maybe you can help us', to which the person replies, 'Why should I?'

Rhetorical questions are often used in speeches in the following ways:

- They can be used to introduce topics.
Example: 'What is the proper role of a citizen?'
- The speaker is encouraging others to think about the topic.
- They can give the listener the impression that his or her opinion is correct and that another opinion is foolish.
Example: 'Why should we pursue policies that lead to the destruction of our environment?'

Practice

Activity 1

Read the speech excerpts and answer the comprehension questions on them.

Excerpt from Archbishop Desmond Tutu's 1984 Address to the US Congress¹

The new constitution is an instrument of the politics of exclusion I referred to earlier. Seventy-three percent of South Africa's population, the blacks, have no part in this constitution, which mentions them quite incredibly only once. How could this be seen as a step in the right direction? How could this be regarded as even remotely democratic? Its three chambers are racially defined. Consequently, racism and ethnicity are entrenched and hallowed in the constitution.

President Obama's 2015 State of the Union Address²

America, for all that we've endured; for all the grit and hard work required to come back; for all the tasks that lie ahead, know this:

The shadow of crisis has passed, and the State of the Union is strong.

At this moment – with a growing economy, shrinking deficits, bustling industry and booming energy production – we have risen from recession freer to write our own future than any other nation on Earth. It's now up to us to choose who we want to be over the next fifteen years, and for decades to come.

Will we accept an economy where only a few of us do spectacularly well? Or will we commit ourselves to an economy that generates rising incomes and chances for everyone who makes the effort?

Will we approach the world fearful and reactive, dragged into costly conflicts that strain our military and set back our standing? Or will we lead wisely, using all elements of our power to defeat new threats and protect our planet?

Will we allow ourselves to be sorted into factions and turned against one another? Or will we recapture the sense of common purpose that has always propelled America forward?

In two weeks, I will send this Congress a budget filled with ideas that are practical, not partisan. And in the months ahead, I'll crisscross the country making a case for those ideas.

Comprehension questions

1. State the rhetorical questions in the first excerpt. Why are they rhetorical?
2. State the rhetorical questions in the second excerpt. Why are they rhetorical?

Activity 2

Give the meanings of the following rhetorical questions.

1. What is the use of asking her?
2. I can sing better than you. Who cares?
3. Have you lost your tongue?
4. Who do you think you are?
5. Didn't I tell you she would come?
6. Haven't we had enough troubles?

Activity 3

Read the passage and answer the comprehension questions on it.

All these years we have worked hard to reach where we are today. Some people were not quite sure that we would succeed. But what is the point of putting all your effort into something when you cannot succeed? Why were we having all those doubters? To succeed, you should always be focused and determined, regardless of the circumstances.

However, I have come to realise that whatever you do in this world, there will be people trying to drag you down. But why such behaviour? Why can't we support the effort of others? By being supportive, success will come.

Comprehension questions

1. What are the rhetorical questions in this passage?
2. Why does the writer use rhetorical questions in the passage?

¹Archbishop Desmond Tutu's address to the US Congress (1984) is in the public domain.

²President Barack Obama's State of the Union address (2015) is in the public domain.

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|-------------------------------------|-----------------------|
| Lesson Title: Speech | Theme: Reading |
| Practice Activity: PHL3-L119 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

Today's lesson covers a speech given by the former prime minister of the United Kingdom, Winston Churchill, in 1941. The country was at war during that time and he addressed the situation with pupils from his former secondary school.

A **speech** has the following features:

- Directly addresses the audience with words such as 'you'
- Gives information or shares ideas about someone, something, an event or an experience
- Is given to an audience that the speaker seeks to connect with
- Is written in the first-person point of view (singular or plural)
- Often employs a refrain, rhetorical questions and makes references to reports, evidence, quotes or analogies
- Is used in debates and public events

Practice

Read the speech excerpt and answer the comprehension questions on it.

Excerpt from the Speech 'Never Give In, Never, Never, Never'
by Winston Churchill to Harrow School (1941)¹

Almost a year has passed since I came down here at your headmaster's kind invitation in order to cheer myself and cheer the hearts of a few of my friends by singing some of our own songs. The 10 months that have passed have seen very terrible **catastrophic** events in the world – ups and downs, misfortunes – but can anyone sitting here this afternoon, this October afternoon, not feel deeply thankful for what has happened in the time that has passed and for the very great improvement in the position of our country and of our home? Why, when I was here last time we were quite alone, desperately alone, and we had been so for five or six months. We were poorly armed. We are not so poorly armed today; but then we were very poorly armed. We had the unmeasured **menace** of the enemy and their air attack still beating upon us, and you yourselves had had experience of this attack; and I expect

you are beginning to feel impatient that there has been this long lull with nothing particular turning up!

But we must learn to be equally good at what is short and sharp and what is long and tough. It is generally said that the British are often better at the last. They do not expect to move from crisis to crisis; they do not always expect that each day will bring up some **noble** chance of war; but when they very slowly make up their minds that the thing has to be done and the job put through and finished, then, even if it takes months – if it takes years – they do it.

Another lesson I think we may take, just throwing our minds back to our meeting here ten months ago and now, is that appearances are often very **deceptive**, and as Kipling well says, we must ‘... meet with Triumph and Disaster. And treat those two impostors just the same’.

You cannot tell from appearances how things will go. Sometimes imagination makes things out far worse than they are; yet without imagination not much can be done. Those people who are **imaginative** see many more dangers than perhaps exist — certainly many more than will happen. But then they must also pray to be given that extra courage to carry this far-reaching imagination. But ... surely from this period of ten months this is the lesson: never give in, never give in, never, never, never, never — in nothing, great or small, large or petty. Never give in except to convictions of honour and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy. We stood all alone a year ago, and to many countries it seemed that our account was closed, we were finished. All this tradition of ours, our songs, our school history, this part of the history of this country, were gone and finished and **liquidated**.

Very different is the mood today. Britain, other nations thought, had drawn a sponge across her slate. But instead our country stood in the gap. There was no **flinching** and no thought of giving in; and by what seemed almost a miracle to those outside these islands, though we ourselves never doubted it, we now find ourselves in a position where I say that we can be sure that we have only to persevere to conquer.

Comprehension questions

1. Whom was Winston Churchill speaking to in the passage?
2. What was Winston Churchill trying to tell his listeners?
3. What are always ‘deceptive’, according to the passage?
4. Why does Churchill use the repetition of ‘never give in’ in his speech?
5. ‘Britain, other nations thought, had drawn a sponge across her slate’
 - a. What figure of speech is used in this expression?
 - b. What does it mean?
6. ‘... that the British are often better at the last’.
 - a. What grammatical name is given to this expression?
 - b. What is its function?

7. For each of the following words, find a word or a phrase that can replace it as it is used in the passage.
- a. catastrophic
 - b. menace
 - c. deceptive
 - d. imaginative
 - e. flinching

¹The speech 'Never Give In, Never, Never, Never' by Winston Churchill (1941) is in the public domain.

| | |
|-------------------------------------|-----------------------|
| Lesson Title: Speech | Theme: Writing |
| Practice Activity: PHL3-L120 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

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

The features of a speech are as follows:

- It uses vocatives to address the audience, calling out to them directly.
Example: Thank you for the warm welcome, dear friends!
- It gives information or shares ideas about someone, something, an event or an experience.
- It is given to an audience that the speaker wants to connect with.
- It is written in the first-person point of view, either singular or plural.
Example: I am running for president to stamp out poverty.
- It often contains rhetorical questions and makes references to reports, evidence, quotes or analogies.
Example: If peace is not the answer, then what is?
- It uses convincing or persuasive language to connect with the audience.
Example: My countrymen, join me in turning our nation into a shining example of equality!
- It is used in debates and public events.

A speech should include the following components:

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

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

- **Let me begin by** thanking Mr Fomba for his service.
- **Firstly**, Mr Fomba is extremely patient with pupils.
- **Moreover**, his methods of discipline are fair and transparent.
- **Clearly**, his successor has big shoes to fill.
- **Lastly**, I will leave you with this story ...

Practice

Activity 1

1. Use the outline below to organise your ideas for a speech on the topic: 'A farewell speech from the head prefect to a departing teacher'. Finish writing your main ideas in your exercise books, if you were not able to complete the outline during the lesson in class.

Introduction

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

Body – at least 3 paragraphs

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

Closing statement

- Transition (Example: 'In conclusion ...')
- Restatement of thesis
- Summary of main points
- Thank audience

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

- At least 3 paragraphs in the body of the speech
- Reasons and evidence to support your arguments in every paragraph
- A closing paragraph which summarises your main points
- A 'thank you' to the audience and/or request for them to take a specific action

Activity 2

1. Use the completed outline to finish writing your speech on the topic: 'A farewell speech from the head prefect to a departing teacher' if you did not complete it in class.
2. Check your speech to make sure you have included the following:
 - Vocatives that address the audience
 - An engaging introduction that summarises the speech
 - 3 different paragraphs with their own main idea
 - A topic sentence and supporting sentences in each paragraph
 - A closing statement/paragraph
 - Clear flow and link between ideas and paragraphs
 - Relevant quotes, anecdotes or facts

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| Lesson Title: Pure Vowel Review | Theme: Listening and Speaking |
| Practice Activity: PHL3-L121 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

Pure vowel sounds, or ‘**monophthongs**’, are sounds that are spoken with the same sound from beginning to end.

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

Example: ‘**Wood**’, ‘**shou**l**d**’ and ‘**pu**dding****’ all make the same /u/ sound despite being spelt differently.

Pure vowel sounds can also be created when 2 vowels appear side by side in a syllable.

Example: ‘**Swear**’ and ‘**hair**’ use 2 vowels each to make 1 sound.

Pure vowel sounds can be divided into 2 categories: long vowel sounds and short vowel sounds. Whether a vowel has a long sound, a short sound or remains silent depends on its position in a word and the letters around it.

The following are examples of short vowels:

| Phonetic sound | Example words |
|-------------------|-------------------------|
| /æ/ as in ‘apple’ | hat, sad, bland |
| /ʌ/ as in ‘fun’ | hut, cup, enough |
| /u/ as in ‘took’ | pull, wood, should |
| /i/ as in ‘pin’ | pity, whimper, fountain |
| /ɛ/ as in ‘egg’ | tend, instead, fleck |
| /ɔ/ as in ‘cot’ | hot, dodge, possible |

The following are examples of long vowels:

| Phonetic sound | Example words |
|--------------------|--------------------------|
| /ɑ:/ as in ‘past’ | balm, grandfather, staff |
| /i:/ as in ‘sleep’ | steal, heel, complete |
| /u:/ as in ‘pool’ | stew, food, cue |
| /ə:/ as in ‘hurt’ | shirt, word, absurd |
| /ɔ:/ as in ‘law’ | lawn, stall, paw |

Practice

Activity 1

From the words lettered **a** to **d**, choose the word in each row that has the same vowel sound as the one represented by the underlined letter(s).

- | | | | | |
|--------------------|------------|-------------|-----------|-----------|
| 1. <u>p</u> awn | a. word | b. call | c. won | d. sown |
| 2. <u>pe</u> ople | a. quay | b. leopard | c. shone | d. rip |
| 3. <u>a</u> unt | a. pant | b. cart | c. don't | d. ant |
| 4. <u>leag</u> ue | a. lick | b. pleasure | c. learn | d. piece |
| 5. <u>h</u> unt | a. hurt | b. hot | c. hoot | d. run |
| 6. <u>fe</u> ather | a. meat | b. feeder | c. fate | d. meant |
| 7. <u>r</u> ude | a. room | b. rout | c. rum | d. rudder |
| 8. <u>me</u> t | a. eight | b. hate | c. engine | d. says |
| 9. <u>pa</u> ck | a. adverb | b. park | c. acre | d. wake |
| 10. <u>be</u> ar | a. fare | b. dear | c. near | d. mere |
| 11. <u>to</u> mb | a. plume | b. tome | c. comb | d. tout |
| 12. <u>mo</u> nth | a. boss | b. bone | c. rust | d. torn |
| 13. <u>wo</u> rk | a. port | b. talk | c. nurse | d. lock |
| 14. <u>hi</u> ll | a. chief | b. hike | c. save | d. fit |
| 15. <u>sto</u> ry | a. drought | b. spot | c. fought | d. ward |

Activity 2

From the words lettered **a** to **d**, choose the word that contains the sound represented by the given phonetic symbol.

- | | | | | |
|----------|--------------|-------------|------------|-------------|
| 1. /æ/ | a. task | b. back | c. assume | d. wear |
| 2. /ə/ | a. humble | b. humid | c. house | d. harm |
| 3. /u/ | a. cunning | b. under | c. up | d. cook |
| 4. /i/ | a. requisite | b. empty | c. team | d. sound |
| 5. /ɛ/ | a. soot | b. mission | c. pretend | d. teenager |
| 6. /ɔ/ | a. son | b. octopus | c. tangle | d. stank |
| 7. /ɑ:/ | a. drain | b. calamity | c. calm | d. heaven |
| 8. /i:/ | a. shield | b. item | c. in | d. instinct |
| 9. /u:/ | a. blood | b. bluff | c. blunt | d. bloom |
| 10. /ə:/ | a. cherish | b. demur | c. hear | d. forward |
| 11. /ɔ:/ | a. broad | b. cod | c. solid | d. hostile |

| | |
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| Lesson Title: General Vocabulary Review (family and home, agriculture, fishing) | Theme: Reading and Writing |
| Practice Activity: PHL3-L122 | Class: SSS 3 |



Learning Outcomes

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

1. Use appropriate vocabulary to describe the different topics.
2. Identify topic-specific vocabulary in a sentence.
3. Complete paragraphs on the topics using appropriate vocabulary.

Overview

The WASSCE tests your knowledge of general vocabulary. The areas tested include family and home, agriculture and fishing.

The following list contains words related to **family and home**:

- Cousin: A child of one's uncle or aunt
- To (be) engaged: To have a formal agreement to get married
- Extended family: A family that includes grandparents, aunts, uncles and other relatives
- Generation: All the people born and living at about the same time
- In-law: Family member by marriage
- Livelihood: Source of income
- Nuclear family: A couple and their dependent children
- Relative: A person connected by blood or marriage
- Sibling: Brother or sister
- Teenager: A person from 13 to 19 years old

The following list contains words related to **agriculture**:

- Arid: A very dry climate
- Fertiliser: A mix of chemicals and nutrients that make plants grow faster
- To germinate: To start to grow (seeds or crops)
- To graze: To eat grass
- Livestock: Animals on a farm
- Organic: Grown or raised without chemicals
- Pesticide: A chemical used by farmers to kill insects
- Plantation: A large area of land with crops on it, grown for profit
- Smallholding: A very small farm

The following list contains words related to **fishing**:

- Bait: Food that is used to attract fish
- Bite: When a fish takes the hook into its mouth

- To cast: To throw the end of a fishing line into the water
- Catch: Fish that have been caught
- Hook: A piece of metal attached to a fishing line used to catch fish
- Line: A long thread of nylon
- Net: A piece of material used to catch fish or animals
- To scale: To scrape and clean off the body of a fish

Practice

Activity 1

Fill in the blanks in the text using the home and family vocabulary from the word bank.

Word Bank

| | | | |
|------------|-------------|-----------|-------------------|
| cousins | generations | teenagers | engaged |
| livelihood | relatives | in-laws | extended families |

The majority of Sierra Leone’s population lives in villages. People live together in 1. _____ which means many 2. _____ share a house or compound. It is not at all uncommon for grandparents, aunts, uncles and 3. _____ to live together in the same house. The interaction between older and younger 4. _____ helps Sierra Leoneans maintain their cultural traditions.

There is another benefit to such living arrangements. Most villagers’ 5. _____ depends on agriculture production. The more people living as a family, the more people there are to help on the farm. All of the siblings – children and 6. _____ alike – help out with the work. That is, until a female child becomes an adult and is 7. _____ to be married, at which point she will likely get ready to move in with her new husband and work on the farm owned by her 8. _____.

Activity 2

Fill in the blanks in the text using the agriculture and fishing vocabulary from the word bank.

Word Bank

| | | | |
|------|---------------|------|------------|
| hook | smallholdings | bait | bite |
| cast | scale | arid | fertiliser |

Unlike many 1. _____ countries in central Africa, Sierra Leone gets plenty of rain, allowing most crops to grow well. The ease with which people can grow food drives down market prices and limits most Sierra Leoneans to 2. _____ where they can grow food for themselves and sell some locally. With the money, they often have just enough left over after household expenses to buy 3. _____ to spread atop their soil.

Not everyone in Sierra Leone is a farmer, of course. Fishing is a common livelihood along the country's rivers. From a young age, children learn how to use 4. _____ to attract fish and 5. _____ their lines into the water. With any luck, the fish will 6. _____ and they will have some food to share with their family. More experienced fishermen will likely show the younger children how to remove the fish from the 7. _____ and 8. _____ it for supper.

| | |
|--|-----------------------|
| Lesson Title: Creative Writing Review | Theme: Writing |
| Practice Activity: PHL3-L123 | Class: SSS 3 |



Learning Outcomes

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

1. Identify the different features of creative writing.
2. Write a text using appropriate and relevant vocabulary.
3. Write a text with correct grammar and spelling.

Overview

Creative writing is not like more formal writing. For one thing, it is often used to write fictional, or imagined, stories. It has several features that make it stand out:

- Plot: What happens?
- Theme: What is the topic?
- Characters: Who is doing the action?
- Setting: Where and when does it take place?
- Conflict: What problem is the main character having?
- Point of view: Who is telling the story (the writer or a character), and when is it happening (present or past)?

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

- Tone is the expression and attitude that an author uses in writing.
Examples: sentimental, humorous, serious, formal
- The functions of tone in writing are:
 - To develop the 'mood'. Mood gives the reader a certain feeling when they read the text.
Examples: hopeful, optimistic, depressing
 - To show the writer's attitude toward the theme
 - To engage readers
- An objective tone is used mostly in formal and essay writing to state impartial and unbiased ideas.
Example: 'When they are hot, dogs cool themselves off by panting through their mouth'.
- A subjective tone is used in creative writing and descriptive and narrative essays to express personal views and opinions.
Example: 'My grandfather was a cruel and bitter man'.

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

- Introduction:
 - The introduction sets up the story by introducing settings and characters.

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

Practice

1. Use the creative writing outline below to write a 450-word short story about going to university.

Title: _____

Introduction

- Place: _____
- Time: _____
- Characters: _____
- Point of view: _____

Rising action

- What happens to the main character? _____
- How does the character respond? _____
- What obstacle stands in her or his way? _____
- How does the character respond to the obstacle(s)? _____

Climax

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

Falling Action / Resolution

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

2. Check that you have included the following in your creative writing text:

- A title that summarises the text
- A clear description of characters and settings
- A conflict for the character to overcome
- A resolution to your character's conflict
- A consistent point of view that does not change between first- and third-person or between past and present.

| | |
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| Lesson Title: Rhyme and Intonation Review | Theme: Listening and Speaking |
| Practice Activity: PHL3-L124 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

The WASSCE tests your ability to both identify rhyme and understand intonation.

The features of **rhyme** are as follows:

- Rhymes are 2 or more words or phrases that end in the same sound.
(Example: shop, stop, hop)
- Rhymes are based on sounds, not on spelling.
 - Two words that look alike may not necessarily rhyme.
Example: cough, dough
- Words with different spellings may rhyme.
Example: peer, mere, clear

The following explains **rhyme patterns**:

- These are the patterns words make in poems or songs.
Example: The words 'hello, fellow, say, stay' together make an AABB rhyme.
 - 'Hello' and 'fellow' rhyme. They are 'A'.
 - 'Stay' and 'say' rhyme to make 'B'.

The features of **intonation** are as follows:

- Intonation is the rise and fall of your voice when you speak.
- It is a combination of stress and pitch.
- There are 2 basic types of intonation in English: rising and falling.
 - When we use falling intonation, our voice deepens.
 - When we use rising intonation, our voice gets higher.
- We use intonation to help listeners understand what we are saying.

Falling intonation refers to how the voice falls on the final stressed syllable in a phrase.

- It is commonly used in questions starting with 'who', 'what', 'when', 'where', 'why' and 'how'.
Example: When does the match start?

- It is also used to make a statement that is complete and confident.
Example: The match took place yesterday.
- Last, we use it with question tags that are rhetorical.
Example: I told you to write it in your calendar, didn't I?

Rising intonation refers to how the voice rises at the end of a sentence.

- It is commonly used in questions with a 'yes' or 'no' answer.
Example: Have you finished revising?
- We also use it when we are unsure of something or have more to say.
Example: Maybe you can help me with something ...
- Last, we use it with question tags that seek confirmation.
Example: You have started revising, haven't you?

Some instances call for both rising and falling intonation:

- We use both rising and falling intonation with lists. The voice rises with each item except the last item. That is when it falls.
Example: 'The shop sells water, milk, soda and juice'. The voice rises on 'water, milk, soda' and falls on 'juice'.
- We can use rising intonation for introductory words and phrases. After that, the intonation falls.
Examples: for instance, having said that, obviously
- We can use rising intonation for choices. The intonation rises for each option.
Example: Would you rather go to university or work in the village?

Practice

Activity 1

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

- | | | | | |
|------------|-------------|--------------|------------|-----------|
| 1. abound | a. drowned | b. abandon | c. recount | d. town |
| 2. while | a. buy | b. boy | c. bile | d. will |
| 3. labour | a. cater | b. neighbour | c. hour | d. hair |
| 4. rather | a. platter | b. father | c. further | d. raider |
| 5. sour | a. pour | b. sore | c. drawer | d. power |
| 6. here | a. appear | b. heal | c. share | d. fair |
| 7. table | a. career | b. label | c. lapel | d. spell |
| 8. week | a. wreck | b. wheat | c. tweak | d. feet |
| 9. offence | a. pretence | b. offends | c. friends | d. dance |
| 10. return | a. sermon | b. become | c. borne | d. burn |

Activity 2

Read the following dialogue. Identify whether each sentence uses rising or falling intonation.

A: Excuse me. I'm looking for someone by the name of ...

B: What is the person's name?

A: I suddenly cannot remember. Ah, his name is Audu! Are you Audu?

B: No, I am sorry.

A: That is a shame, isn't it?

B: Why is that?


A: Because I owe him money.

B: Do you want to give me the money? I can give it to him for you.

A: You wouldn't mind?

B: No, of course not!

| | |
|---|-----------------------------------|
| Lesson Title: General Vocabulary Review (animal husbandry, sports, health) | Theme: Reading and Writing |
| Practice Activity: PHL3-L125 | Class: SSS 3 |

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|  <p>Learning Outcomes By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Use appropriate vocabulary to describe the different topics. 2. Identify topic-specific vocabulary in a sentence. 3. Complete paragraphs on the topics using appropriate vocabulary. |
|--|

Overview

The WASSCE tests your knowledge of general vocabulary. The areas tested include animal husbandry, sports and health. The lists below define vocabulary in these areas.

The following list contains vocabulary related to **animal husbandry**:

- Extensive: A type of farming where the livestock are outside and feed themselves
- Herbivore: An animal that eats only plants
- Herdsman: A person who looks after livestock outside to make sure they are safe
- Intensive: A type of farming where the livestock are inside and have food brought to them by the farmer
- Omnivore: An animal that eats plants and meat
- Poultry: Chickens, ducks, geese, turkeys
- Predator: An animal that attacks and kills other animals to eat
- To roam: To walk around with no direction
- Ruminant: An animal, such as a cow, that regurgitates grass to eat again
- Subsistence: Growing crops and livestock only for the use of the family with no extra to sell

The following list contains vocabulary related to **sports**:

- Court: A hard surface on which basketball and volleyball games are played
- Defender: A player positioned to stop the other team from scoring
- To dribble: To move the ball with your feet in football or hands in basketball
- Goalkeeper: A player who tries to stop the ball from going in the goal
- Offence: Attempting to score
- To pass: To kick or throw the ball to a teammate
- Pitch: Football field
- Striker: A player who tries to get the ball into the goal
- To tackle: To take the ball from another player
- Touch lines: The boundary lines on the side of the pitch

The following list contains vocabulary related to **health**:

- Blood pressure: The force with which blood moves through a body
- Cast: A hard covering that is put on a broken body part so it can heal
- Crutches: Long sticks that fit under a person's arm to help them walk
- Examination: The act of looking at something closely
- To heal: To become healthy again
- Medicine: Substance used to treat a disease or pain
- Radiation: Invisible energy used to kill cancer cells
- Stethoscope: An instrument used for listening to someone's heart or lungs
- Surgery: Medical treatment in which a doctor cuts into someone's body in order to repair damage
- X-ray: Powerful rays that can pass through various objects to see the inside of things

Practice

Activity 1

Fill in the blanks using animal husbandry vocabulary from the word bank.

Word Bank

| | | | |
|-----------|-----------|------------|-----------|
| extensive | graze | herbivores | livestock |
| poultry | predators | herdsmen | intensive |

The wonderful thing about 1. _____ farming is that it allows animals to 2. _____ on the land around them, so it costs much less than 3. _____ farming. It is also a more natural way for 4. _____ to live, resulting in healthier animals. 5. _____, after all, only need to eat grass. One downside of extensive farming is that some animals become more vulnerable to 6. _____. This is especially true of 7. _____, such as chickens. Although 8. _____ may be there to protect them in the day, it is much harder to do so at night.

Activity 2

Fill in the blanks using sports vocabulary from the word bank.

Word Bank

| | | | | |
|-----------|----------|---------|------------|----------|
| defenders | players | referee | touch line | pitch |
| tackled | strikers | match | throw-in | dribbles |

We are almost ready to start, ladies and gentlemen. The 1. _____ from each team are lining up on different sides of the 2. _____. Everyone is in position, with 3. _____ closer to the goal and 4. _____ up top ready to push forward. The 5. _____ blows the whistle and the 6. _____ officially begins. Daniels passes the ball to the right midfielder, Sullivan, who 7. _____ the ball down the side of the pitch until he is 8. _____ by a defender. The ball goes over the 9. _____ for a 10. _____.

Activity 3

Fill in the blanks using health vocabulary from the word bank.

Word Bank

| | | |
|-------------|-------------|----------------|
| medicine | prescribed | blood pressure |
| stethoscope | thermometer | examining |

I went to the doctor's office for a malaria test. Before the doctor came in, the nurse started 1. _____ me. She asked me to step on a scale to measure my weight. Then she wrapped a cuff around my arm to take my 2. _____. Finally, she used a 3. _____ to take my temperature. When the doctor came in, she ran some additional tests, using a 4. _____ to listen to my heart. At the end of the examination, the doctor 5. _____ me some 6. _____ to treat my malaria.

| | |
|---|-----------------------|
| Lesson Title: Reading Skills Development: WH questions, Inferential and Literal Questions | Theme: Reading |
| Practice Activity: PHL3-L126 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

There are 6 types of **WH questions** in English. Each 1 is used to find out something different:

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

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

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

WH questions can be either literal (factual) or inferential.

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

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

Examples:

- What is your name?
- Where are you from?
- Who said that?
- When does class end?

- However, some questions starting with 'what' may not be factual at all, but inferential.

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

Here are the features of **inferential questions**:

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

Examples:

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

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Why We Should Never Write People Off¹

The case of Dr David Akide drives home the point that nobody should be written off as a failure as long as he or she is still alive. As far as I can recall, David was one of the weakest pupils in class throughout our primary school career. Right from the second grade, he was the butt of most of our jokes. Indeed, whenever the teacher asked him a question, most of us waited eagerly to have a good laugh at his response. But we all admired him for 2 things. First, he was the only one who never wrote with his right hand, as he was a complete southpaw. Second, he endured all our jokes cheerfully and indeed referred to himself as 'Mr Why Hurry'. Ever the sociable one, David was a friend to everybody who came within his orbit.

Unsurprisingly, we left him behind in the primary school as he could not get admitted to any of the secondary schools for which he sat an admission examination. That was why, from the time I entered the secondary school, I lost contact with him. Nor did any of my mates whom I closely associated with ever mention meeting him anywhere. As far as most of us were concerned, David had faded away into obscurity. I imagined that he must have ended up in one of the low-grade vocations since he was at least good with his hands.

Then, a few months ago, 38 years after I last saw him in primary school, while I was watching a 9 o'clock television news program, I saw David being interviewed by a team of reporters. He was introduced as a specialist surgeon who had made his mark in heart surgery in the nation's leading teaching hospital. The interviewers asked questions about his recent feat in successfully correcting an abnormality in the heart of a patient who had been given slim odds of survival by other specialists. The patient had fully recovered and was now back at his job as a mechanic.

I was both amazed and pleasantly amused. From the interview, it became clear that David had experienced a surge in intellectual prowess late in his secondary school

career and zoomed into and through university as a medical student. Thereafter, it had been one major achievement after another for him in his chosen field. It looks like David got the last laugh on all of us.

Comprehension questions

Identify whether the following questions are factual or inferential questions, then answer them.

1. Why did the writer assume 'David had faded away into obscurity'?
2. Why does the writer mention that David did not use his right hand to write?
3. When the writer saw David on TV, how many years had it been since he had last seen him?
4. Where does David work?
5. Why does the writer say, 'It looks like David got the last laugh on all of us'?

Activity 2

Which of the following questions cannot be answered based on the information given?

1. a. What name did David call himself in primary school?
b. What is the name of the secondary school David attended?
c. What does David do for a career?
d. What did the patient do after recovering from surgery?
2. a. What time was the news program featuring David aired?
b. When did the writer lose contact with David?
c. When did David 'experience a surge in intellectual prowess'?
d. What year did David become a surgeon?
3. a. What is the writer's name?
b. Who interviewed David for the news program?
c. Who gave David's patient 'slim odds for survival'?
d. According to the writer, who 'got the last laugh'?
4. a. Why did the writer consider David one of the weaker pupils in the class?
b. How did David correct the abnormality in his patient's heart?
c. Why do you think David endured his classmates' jokes?
d. Why was the writer 'amazed and pleasantly amused' after discovering David had become a surgeon?

¹This passage is adapted from WAEC English Language Examination, 2014.

| | |
|--|--------------------------------------|
| Lesson Title: Sentence Stress, Emphatic Stress and Word Stress Review | Theme: Listening and Speaking |
| Practice Activity: PHL3-L127 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

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

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

Sentence stress often relies on content words and structure words. In a sentence, we typically stress content words and do not stress structure words:

- Content words include:
 - nouns (example: cat)
 - verbs (example: sell)
 - adjectives (example: interesting)
 - adverbs (example: swiftly)
 - negative auxiliary verbs (examples: don't, aren't, haven't, can't)
- Structure/function words include:
 - pronouns (example: we)
 - prepositions (example: between)
 - articles (examples: a, an, the)
 - conjunctions (example: and)
 - auxiliary verb (examples: be, do, have)

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

- We can use emphatic stress to introduce a new word or new terminology.
Example: We call the phenomenon **Stockholm Syndrome**.
- We can use emphatic stress to ask a specific question.
Example: How **old** is your car?
- We can use emphatic stress to highlight the more important words in one's speech.
Example: I do not know how **you** feel, but **I** am against it.

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

- John must pay for the broken glass **immediately**.
Possible question: When must John pay for the broken glass?
- **John** must pay for the broken glass immediately.
Possible question: Who must pay for the broken glass immediately?
- John must pay for the **broken glass** immediately.
Possible question: What must John pay for immediately?

We also use stress within individual words. Words are made up of syllables, which are units of pronunciation.

Here are the ways in which we use **word stress**:

- Stress the first syllable of:
 - Most 2-syllable nouns (example: **free**-dom)
- Stress the root of:
 - Most 2-syllable adjectives – usually the first syllable (example: **stick**-y)
 - Most 2-syllable verbs – usually the last syllable (example: pre-**tend**)
 - Most 2-syllable prepositions – usually the last syllable (example: be-**tween**)
- Stress the third-from-last syllable of:
 - Words ending in ‘-cy’, ‘-ty’, ‘-phy’ or ‘-gy’ (example: pri-**or**-i-ty)
 - Words ending in ‘-al’ (example: **tech**-ni-cal)
- Stress the syllable directly before the suffix of:
 - Words ending in ‘-able’ (example: re-**fund**-a-ble), ‘-ery’ (example: **cel**-er-y), ‘-ic’ (example: au-to-**mat**-ic), ‘-ient’ (example: **pat**-ient), ‘-ious’ (example: sus-**pic**-ious), ‘-sion’ (example: ex-**ten**-sion), or ‘-tion’ (example: prep-a-**ra**-tion)

Practice

Activity 1

In each of the following questions, the word stress is indicated in **bold**. From the words lettered **a** to **d**, choose the one that has the correct stress.

1. omnipotent
 - a. om-nip-o-**tent**
 - b. **om**-nip-o-tent
 - c. om-**nip**-o-tent
 - d. om-nip-**o**-tent
2. advantageous
 - a. **ad**-van-ta-geous
 - b. ad-**van**-ta-geous

- c. ad-van-**ta**-geous
 - d. ad-van-ta-**geous**
3. formidable
 - a. **for**-mi-da-ble
 - b. for-**mi**-da-ble
 - c. for-mi-**da**-ble
 - d. for-mi-da-**ble**
 4. advertisement
 - a. **ad**-ver-tise-ment
 - b. ad-**ver**-tise-ment
 - c. ad-ver-**tise**-ment
 - d. ad-ver-tise-**ment**
 5. manipulate
 - a. ma-ni-**pu**-late
 - b. **ma**-ni-pu-late
 - c. ma-ni-pu-**late**
 - d. ma-**ni**-pu-late

Activity 2

In the following options lettered a to d, all the words except one have the same stress pattern. Identify the word in each line with the different stress pattern.

1. success, extent, colleague, acute
2. component, importance, distribute, revenue
3. decision, continue, plantation, continent
4. leader, judgement, money, report
5. morale, open, offer, moral

Activity 3

In each of the following sentences, the word that receives the emphatic stress is written in bold. From the questions lettered a to d, choose the one to which the given sentence is the appropriate answer.

1. Many Sierra Leoneans are very **generous**.
 - a. Are few Sierra Leoneans truly generous?
 - b. Are many Liberians truly generous?
 - c. Are many Sierra Leoneans somewhat generous?
 - d. Are many Sierra Leoneans very selfish?
2. **Seven** teams arrived for the tournament yesterday.
 - a. Did six teams arrive for the tournament yesterday?
 - b. Did seven players arrive for the tournament yesterday?
 - c. Did seven teams depart for the tournament yesterday?
 - d. Did seven teams arrive for the tournament today?
3. The student **admitted** that she cheated on the final examination.
 - a. Did the teacher admit that she cheated on the final examination?

- b. Did the student deny that she cheated on the final examination?
 - c. Did the student admit that she scored well on the final examination?
 - d. Did the student admit that she cheated on the final essay?
4. Mother has prepared **stew** for dinner.
- a. Has father prepared stew for dinner?
 - b. Has mother bought stew for dinner?
 - c. Has mother prepared fufu for dinner?
 - d. Has mother prepared stew for breakfast?
5. The military captured eight of the terrorists **last** month.
- a. Did the rebels capture eight of the terrorists last month?
 - b. Did the military shoot eight of the terrorists last month?
 - c. Did the military capture nine of the terrorists last month?
 - d. Did the military capture eight of the terrorists this month?

| | |
|---|--------------------------------------|
| Lesson Title: Consonant and Consonant Cluster Review | Theme: Listening and Speaking |
| Practice Activity: PHL3-L128 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

There are 24 **consonant** sounds in English. Each letter can represent multiple sounds. Consonant sounds may be found in initial (beginning), medial (middle) and end position in words.

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

Consonant clusters are groups of 2 or more consonant sounds with no vowel sound between them. Consonant clusters can be found at the initial, medial or end position of a word. (Example: **start**, **rested**, **best**)

| Consonant cluster | Example words |
|--------------------------|-------------------------------|
| bl | blame, blue, capably |
| br | bright, break, bring, bread |
| chr | Christmas, chrome, chronology |
| cl | clean, class, sickly |
| cr | cry, crab, crazy |
| ct | direct, object, project |
| fl | flat, flow, affluent |
| fr | from, free, friend |
| gl | glass, strangler, aglow |
| gr | grade, grandparent, grape |
| pr | practise, press, price |
| shr | shrimp, shrink, shroud |
| sk | score, asked, desk |
| sl | slim, slow, asleep |
| sm | small, smart, smash |
| sn | snore, snap, snail |
| sp | crisp, sport |
| spr | spray, spring, spread |
| st | best, step, cluster |
| str | strand, strap, extra |
| sw | sweet, swim, sweat |
| thr | three, through, throw |
| tr | truck, trust, travel |
| tw | tweet, twelve, twice |

Not every consonant cluster can be found in every position. The following consonant clusters, for example, are never found in the initial position:

| Consonant cluster | Example words |
|--------------------------|---------------------------|
| ct | directed, object, project |
| ft | gift, left, lift |
| ld | children, cold, wild |
| lf | elf, shelf |
| lp | helping, gulp |
| lt | adult, belted, difficult |
| mp | camp, damper, jump |
| nd | and, band, end, find |
| nk | bank, drink, thank |
| nt | different, parent, plant |

| | |
|----|-------------------------|
| pt | accept, except, attempt |
| rd | affordable, bird, word |
| rk | perk, worker |

Practice

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

- | | | | | |
|-------------------|--------------|-----------------|-------------|------------|
| 1. lorry | a. calm | b. walk | c. palm | d. kill |
| 2. shadow | a. flash | b. century | c. chess | d. bass |
| 3. sword | a. swallow | b. sweet | c. swing | d. pass |
| 4. two | a. twelve | b. tweet | c. foretold | d. between |
| 5. comb | a. rugby | b. rubble | c. core | d. mouse |
| 6. watch | a. character | b. stomach | c. ritual | d. chaos |
| 7. flood | a. baffling | b. philanthropy | c. fold | d. ruffle |
| 8. conduct | a. attached | b. resist | c. indict | d. impact |
| 9. strange | a. vague | b. mirage | c. logic | d. hanger |
| 10. grasp | a. mumps | b. spiritual | c. supply | d. grips |
| 11. who | a. vehicle | b. hammer | c. khaki | d. rhyme |
| 12. thick | a. writhe | b. weather | c. rather | d. wrath |
| 13. print | a. fritter | b. appropriate | c. blanket | d. pleat |
| 14. glaze | a. debris | b. routes | c. ways | d. corps |
| 15. beg | a. egg | b. gym | c. giant | d. gentle |

| | |
|--|-----------------------|
| Lesson Title: Types of Essays Review – Persuasive, Expository, Narrative, Descriptive | Theme: Writing |
| Practice Activity: PHL3-L129 | Class: SSS 3 |



Learning Outcomes

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

1. Identify the 4 types of essays and explain when they are used.
2. Identify the features of the different types of essay.
3. Identify the features of a good paragraph.
4. Demonstrate ability to draft a 5-paragraph essay.

Overview

There are 4 basic types of **essay**, each with different features.

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

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

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

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

An **expository essay** includes the following features:

- Is informative writing that gives instructions, describes a process or analyses information about a topic or idea
- Uses facts, statistics and examples
- May feature quotes and/or comments from experts
- Is impersonal and unbiased (objective)

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

- Uses convincing language and vocabulary
- Includes facts, statistics and examples
- Features quotes and/or comments from experts
- Is written in the first-person point of view

- Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
- Makes recommendations or gives solutions

All essays contain paragraphs. A good paragraph has the following features:

- Is typically 3 to 5 sentences long
- Reinforces the main idea of the essay
- Does not include irrelevant details or statements
- Includes a topic sentence that introduces a main idea and sets the tone of the entire paragraph
- Includes several supporting sentences that explain why the topic sentence is meaningful
 - Uses facts, statistics, details, examples, stories, quotes or paraphrased material (depending on the type of essay)
- Includes a concluding sentence that summarises the main point of the paragraph or expands on it

Practice

Choose one of the essay prompts below. Write a 5-paragraph essay that contains:

- An introductory paragraph that shows the main idea
- At least 3 supporting paragraphs, each with a topic sentence and supporting sentences
- A concluding paragraph

Prompt 1 (expository): You are a school prefect. The principal has asked you to write an essay for the school newsletter orientating new pupils to how the school operates, including its yearly calendar, grading systems and class schedule.

Prompt 2 (persuasive): You feel strongly that people should not eat animals, though most of your peers disagree. Write an essay to convince them of your opinion.

Prompt 3 (descriptive): Your friend has never been to the ocean. You want to explain to him what the feeling of stepping into the ocean is like.

Prompt 4 (narrative): You are asked to write about a time when you got sick and how you healed.

| | |
|--|-----------------------------------|
| Lesson Title: Figurative Language Review (simile, metaphor, personification, hyperbole) | Theme: Reading and Writing |
| Practice Activity: PHL3-L130 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

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

The following are the features of **similes** and **metaphors**:

- Similes and metaphors are both used to compare unlike things.
- They are both used to make sentences more interesting.
- Similes use the words 'as' or 'like' to make a comparison.
Example: Kai was as slimy as a fish.
- A metaphor also compares words, but instead of saying one thing is like something else, a metaphor makes one thing become something else.
Example: Kai was a slimy fish.

The following are features of **personification**:

- Personification is a type of metaphor where you give human characteristics to non-humans.
- It is used to make sentences more interesting.
Example: The car was exhausted from going up the hill.

The following are features of **hyperbole**:

- A hyperbole is an extreme exaggeration.
- It is not realistic and not meant to be taken literally.
- We use hyperbole to make a point or to emphasise feelings.
Example: I am exhausted. It will take me a million years to complete my homework.

Practice

Read the text and complete the activities below.

Excerpt from 'Rikki-Tikki-Tavi'
by Rudyard Kipling

This is the story of the great war that Rikki-tikki-tavi **fought single-handed**, through the bathrooms of the big bungalow in Segowlee cantonment. Darzee, the tailor-bird, helped him, and Chuchundra, the muskrat, who never comes out into the middle of the floor, but always creeps round by the wall, gave him advice; but Rikki-tikki did the real fighting.

He was a mongoose, rather like a little cat in his fur and his tail, **but quite like a weasel in his head and his habits**. His eyes and the end of his restless nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; **he could fluff up his tail till it looked like a bottle-brush**, and his war-cry, as he scuttled through the long grass, was, 'Rikk-tikk-tikki-tikki-tchk!'

One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and **carried him, kicking and clucking, down a roadside ditch**. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden path, very draggled indeed, and a small boy was saying, 'Here's a dead mongoose. Let's have a funeral'.

'No' said his mother; 'let's take him in and dry him. Perhaps he isn't really dead'.

They took him into the house, and a big man picked him up between his finger and thumb, and said he was not dead but half choked; so they wrapped him in cotton-wool, and warmed him, and he opened his eyes and sneezed.

'Now', said the big man (he was an Englishman who had just moved into the bungalow); 'don't frighten him, and we'll see what he'll do'.

It is the hardest thing in the world to frighten a mongoose, because **he is eaten up from nose to tail with curiosity**. The **motto of all the mongoose family** is 'Run and find out'; and Rikki-tikki was a true mongoose. He looked at the cotton-wool, decided that it was not good to eat, ran all around the table, sat up and put his fur in order, scratched himself and jumped on the small boy's shoulder

'Don't be frightened, Teddy', said his father. 'That's his way of making friends'.

'Ouch! He's tickling under my chin', said Teddy.

Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear and climbed down to the floor, where he sat rubbing his nose.

'Good gracious', said Teddy's mother, 'and that's a wild creature! I suppose he's so tame because we've been kind to him'.

'All mongooses are like that', said her husband. 'If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long. Let's give him something to eat'.

They gave him a little piece of raw meat. Rikki-tikki liked it immensely, and when it was finished he went out into the verandah and sat in the sunshine and fluffed up his fur to make it dry to the roots. Then he felt better.

'There are more things to find out about in this house', **he said to himself**, 'than all my family could find out in all their lives. I shall certainly stay and find out'.

Activity 1

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

1. 'This is the story of the great war ...'
2. '... fought single-handed ...'
3. '... but quite like a weasel in his head and his habits ...'
4. '... he could fluff up his tail till it looked like a bottle-brush ...'
5. '... carried him, kicking and clucking, down a roadside ditch ...'
6. 'It is the hardest thing in the world to frighten a mongoose ...'
7. '... because he is eaten up from nose to tail with curiosity'.
8. 'The motto of all the mongoose family ...'
9. '... he said to himself ...'

Activity 2

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

1. The singer's voice was as clear as glass.
2. His memories were as rotten as old eggs.
3. Knowledge is a fruit whose seeds can be replanted.
4. Yoyonthon's hair was a flowing river that reached down to the small of her back.
5. The pen rolled off the desk like a raindrop.

¹'Rikki Tikki Tavi' by Rudyard Kipling (1893) is in the public domain.

| | |
|---|-------------------------|
| Lesson Title: Listening Comprehension Review | Theme: Listening |
| Practice Activity: PHL3-L131 | Class: SSS 3 |



Learning Outcomes

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

1. Answer comprehension questions on a text.
2. Summarise a listening text in your own words.
3. Identify the main idea in a listening text.

Overview

The following text is from a European folktale. **Folktales** are stories that are passed down by people orally.

Practice

Read the text and answer the comprehension questions on it.

The Fox and the Horse
by The Brothers Grimm¹

A farmer once had a faithful horse, but it had **grown old** and could no longer do its work. Its master grudged it food, and said, 'I can't use you anymore, but I still feel kindly towards you, and if you show yourself strong enough to bring me a lion I will keep you **to the end of your days**. But away with you now, out of my stable', and he forced it out into the open country.

The poor horse was very sad, and went into the forest, where he knew no one, to get a little shelter from the wind and the weather. There he met a fox, who said, 'Why do you hang your head, and wander about **in this solitary fashion?**'

'Alas!' answered the horse, 'greed and honesty cannot live together. My master has forgotten all the service I have done for him for these many years, and because I can no longer plough he will no longer feed me, and he has driven me away'.

'Without any consideration?' asked the fox.

'Only the poor consolation of telling me that if I was strong enough to bring him a lion he would keep me. But it is of little comfort because he knows well enough that the task is beyond me'.

The fox said: 'But I will help you. Just you lie down here, and stretch your legs out **as if you were dead**'. The horse did as he was told, and the fox went to the lion's den, not far off, and said, 'There is a dead horse out there. Come along with me, and you will have a rare meal'. The lion went with him, and when they got up to the horse, the fox said, 'You can't eat it in comfort here. I'll tell you what. I will tie it to you, and you can drag it away to your den, and enjoy it as your leisure'.

The plan pleased the lion, and he stood quite still, close to the horse, so that the fox should **fasten** them together. But the fox tied the lion's legs together with the horse's tail, and twisted and knotted it so that it would be quite impossible for it to come undone.

When he had finished his work, he patted the horse on the shoulder, and said, 'Pull, old grey! Pull!'

Then the horse sprang up, and dragged the lion away behind him. The lion in his **rage** roared, so that all the birds in the forest were **terrified** and flew away. But the horse let him roar, and never stopped till he stood before his master's door.

When the master saw him he was delighted, and said to him, 'You shall stay with me and have a good time as long as you live'.

And he fed him well till he died.

Comprehension questions

1. Why do you think the horse trusted the fox? What evidence can you give?
2. Why do you think the lion trusted the fox? What evidence can you give?
3. Why did the horse think it wrong for the farmer to drive him away?
4. 'Alas' is an example of what part of speech?
5. '... to the end of your days'.
 - a. What figure of speech is contained in this expression?
 - b. What does it mean?
6. '... as if you were dead'.
 - a. What is the grammatical name given to this expression as it used in the passage?
 - b. What is its function?
7. For each of the following words or phrases, find another word or phrase which means the same and which can replace it as it is used in the passage:
 - a. grown old
 - b. in this solitary fashion
 - c. fasten
 - d. rage
 - e. terrified

¹'The Fox and the Horse' by The Brothers Grimm (1812) is in the public domain.

| | |
|-------------------------------------|-----------------------|
| Lesson Title: Article Review | Theme: Writing |
| Practice Activity: PHL3-L132 | Class: SSS 3 |



Learning Outcomes

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

1. Identify the different features of an article.
2. Write an article using appropriate and relevant vocabulary when writing on a topic.
3. Write a news article with correct grammar and spelling.

Overview

A **newspaper article** for publication looks at the what, when, where and who of a past, current or upcoming event. It gives details to inform readers about what has happened (or what will happen).

These are the features of a newspaper article for publication:

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

Practice

Activity 1

If you have not already finished, use the newspaper article outline to organise your ideas for the topic, ‘Current events in Sierra Leone’.

| |
|---|
| Title |
| Location: (where the news is being reported): |
| Introductory Paragraph <ul style="list-style-type: none"> • Main idea of article (what happened) • When it happened/will happen • Where it happened/will happen • Who was/is involved/affected |
| Body of article <ul style="list-style-type: none"> • Detail 1 • Detail 2 • Detail 3 • Detail 4 • Detail 5 |

Closing paragraph

- Outcome (or possible next steps)

Name

Designation

Address (for national and international publications).

Activity 2

Use your outline to write a newspaper article of 150 to 250 words on the topic. When you have finished writing, check that you have included the following in your article:

- A title that summarises the article
- A location where the event occurred
- A main idea at the beginning of the article
- Details about the actions that took place
- An indication of what might happen next
- Your name

| | |
|--|-----------------------------------|
| Lesson Title: Figurative Language Review (idioms, phrasal verbs, collocations, irony) | Theme: Reading and Writing |
| Practice Activity: PHL3-L133 | Class: SSS 3 |



Learning Outcomes

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

1. Review idioms, phrasal verbs, collocations and irony and demonstrate understanding of their function in a text.
2. Use context clues and inference to determine the meaning of unknown figurative language in a text.
3. Demonstrate understanding of figurative language by explaining examples in your own words.
4. Answer questions on a text.

Overview

Collocations are expressions consisting of 2 or more words that often go together and sound correct to native speakers of the language. They can be challenging to learn because there is no rule for why certain words sound natural together.

Some examples of collocations are in the left column. They sound more natural than the versions to the right.

| Natural sounding | Unnatural sounding |
|-----------------------|----------------------|
| To drive her to tears | To push her to tears |
| Lion's roar | Lion's shout |
| To vaguely remember | To somewhat remember |
| To make your bed | To fold your bed |

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

Here are some examples of phrasal verbs:

| Phrasal verb | Meaning | Example |
|------------------|--|---|
| To break down | To stop functioning | The car almost broke down twice on the 100-kilometre drive. |
| To end up | To eventually reach or do | We ended up eating the old bread for dinner. |
| To get away with | To act without being punished or noticed | The murderer got away with his crime. |
| To grow apart | To stop being friends over time | The best friends grew apart after primary school. |

An **idiom** is an expression whose meaning is different from the meanings of the individual words within it. Some examples are below:

| Idiom | Meaning |
|-----------------------------|--|
| A flash in the pan | Something or someone that looks like it will be successful but ultimately is not |
| To hit the nail on the head | To get precisely the correct answer |
| Monkey business | Bad behaviour |
| In the nick of time | Just before time is up |

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

There are 3 types of irony: situational irony, verbal irony and dramatic irony.

- **Situational irony** is when what happens is the opposite of what is expected or appropriate.
Example: A patient gets a deadly infection while resting at the hospital.
- **Verbal irony** is used when someone says one thing but means something else or the complete opposite.
Example: Someone gets into a car accident and says, 'Lucky me!'
 - **Sarcasm** is a type of verbal irony typically used to be hurtful toward another person or oneself. It often depends on the tone used by the speaker.
Example: Someone tastes bad food and then tells the cook, 'Oh, this is delicious', before throwing it in the rubbish bin.
- **Dramatic irony** is when the audience of a story, play or movie knows something the characters do not.
Example: In a romantic movie, a female character asks a male friend, 'Why can't I find a boyfriend?' without realising that he loves her.

Practice

Activity 1

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

1. By the time she was discharged from the hospital, Chinwe was a shadow of her former self. This means that she _____.
 - a. looked like a shadow
 - b. was withdrawn
 - c. had changed little
 - d. was thin and weak
2. Upon hearing the news, the principal flew off the handle. This means that he _____.

- a. changed his decision
 - b. ran away
 - c. felt very disappointed
 - d. became very angry
3. The president extended an olive branch to the rebels. This means that the president _____.
- a. gave the rebels a garden
 - b. killed the rebels
 - c. was ready for peace
 - d. declared war
4. Her chances of passing are very slim. This means that she _____.
- a. will pass
 - b. will not pass
 - c. will probably not pass
 - d. ought to pass
5. My friend from primary school sent me a letter out of the blue. This means that the letter _____.
- a. came by air
 - b. came in a blue envelope
 - c. came unexpectedly
 - d. was sad
6. When I had dinner with James and Henry, the two colleagues talked shop the entire meal. This means that James and Henry talked _____.
- a. about buying things from the shop
 - b. about their job
 - c. all the time
 - d. about taking me to the shop
7. The judge swallowed the story hook, line and sinker. This means that the judge _____.
- a. totally disbelieved the story
 - b. totally believed the story
 - c. had doubts about the story
 - d. thoroughly enjoyed the story
8. Her husband's death has forced her to tighten her belt. This means that she has _____.
- a. become more economical with money
 - b. adjusted her clothing
 - c. become very aggressive
 - d. become very greedy
9. My grandmother's luscious garden was proof of her green thumb. This means that my grandmother _____.
- a. always paints her thumb green
 - b. is good at growing plants
 - c. enjoys gardening

- d. likes green things
10. After several attempts to come back from injury, the aging boxer threw in the towel. This means that he _____.
- finally succeeded
 - accepted defeat
 - gained confidence
 - became indifferent

Activity 2

Read the following paragraphs and decide whether they are examples of situational, verbal or dramatic irony.

1. A carpenter's wife asks him to build a house for them and their children. The carpenter says, 'That's a good idea. After all, I am so handy with wood, and I help build other people's homes. I can build a great house for us'. He sets about building the perfect home. First, the walls go up and he spends weeks making it look just right. Finally, the family is ready to move into the new home. And on the very night they moved in, the house collapsed.
2. A carpenter's wife asks him to build a house for them and their children. The carpenter says, 'That's a good idea. After all, I am so handy with wood, and I help build other people's homes. I can build a great house for us'. He sets about building the perfect home. First, the walls go up and he spends weeks making it look just right. But unbeknownst to him, he has been sold faulty nails that are about to break. Finally, the family is ready to move into the new home.
3. A carpenter's wife asks him to build a house for them and their children. The carpenter says, 'That's a good idea. After all, I am not busy do anything else ... like working all day on other people's homes'. The house was never built.

| | |
|--|-----------------------|
| Lesson Title: Types of Letters Review – Informal and Formal | Theme: Writing |
| Practice Activity: PHL3-L134 | Class: SSS 3 |



Learning Outcomes

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

1. Distinguish between formal and informal letters and explain when and how they are used.
2. Identify the features of a formal and informal letter.
3. Demonstrate ability to read and respond to each of the different types of letters.

Overview

There are 2 basic types of letter: informal and formal.

We use **informal letters** to write to friends and family members. The tone is casual and informal language is permitted.

The outline of an informal letter looks like this:

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

We use **formal letters** for a number of situations, including legal or medical matters, business and banking matters, accepting or resigning from a job, communicating to government officials and other people in authority, sending letters of complaint. Formal letters do not contain contractions, slang, acronyms or abbreviations.

The outline of a formal letter looks like this:

Writer's address: _____.

Date: _____

Recipient's address: _____.

Salutation: (Dear Sir/Madam),

Subject comes here (UPPERCASE or Underlined Title Case)

Introductory paragraph (I am writing to ...): _____.

Main idea 1, with supporting statements: _____.

Main idea 2, with supporting statements: _____.

Main idea 3, with supporting statements: _____.

Closing paragraph: _____.

Yours faithfully,
Signature,

Your name _____,
Your position/appointment _____.

Practice

Activity 1

1. Finish writing the informal letter that you began in class.
2. Check your informal letter for the following:
 - Have you responded to the points raised in the initial letter from Abraham?
 - Do the letters have an address, date, salutation and sign off in the appropriate places?
 - Does the letter have an opening paragraph?
 - Does the letter have a closing paragraph?
 - Are the grammar and spelling correct?

Activity 2

1. Finish writing the formal letter that you began in class.
2. Check your formal letter for the following:
 - Have you responded to the questions and points raised in the initial letter from the class prefect?
 - Does the letter have multiple addresses, a date, a salutation and sign off in the appropriate places?
 - Does the letter have an introductory paragraph?
 - Does the letter have a closing paragraph?
 - Are the grammar and spelling correct?

| | |
|---|-----------------------------------|
| Lesson Title: General Vocabulary Review (environment, science and technology, building and construction) | Theme: Reading and Writing |
| Practice Activity: PHL3-L135 | Class: SSS 3 |



Learning Outcomes

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

1. Use appropriate vocabulary to describe the different topics.
2. Identify topic-specific vocabulary in a sentence.
3. Complete paragraphs on the topics using appropriate vocabulary.

Overview

The WASSCE tests your knowledge of general vocabulary. The areas tested include environment, science and technology, and building and construction. The following vocabulary may be useful to you.

The following list contains vocabulary related to the **environment**:

- Biodegradable: Capable of being decomposed by nature and bacteria
- Carbon emissions: Release of carbon dioxide in the atmosphere as a result of human activity and the use of fossil fuels
- Climate change: Changes in weather patterns and the environment; mostly associated with global warming
- Ecosystem: A community of organisms that interact in a physical environment
- Endangered: Threatened; at-risk
- Geology: Study of the Earth's physical structure and substance
- Global warming: The warming of Earth's average temperatures over time
- Habitat: The natural home or environment of an animal or plant
- Litter: Rubbish, such as paper, cans or bottles, in a public place
- Pollution: The presence of harmful substances in the environment
- Recycling: Remaking and reusing to save energy
- Renewable energy: Energy from sources that do not deplete, such as wind and sun

Science and technology

- Artificial intelligence: The ability of computers to perform tasks that usually only humans can do
- Computerised: Something that has been calculated or produced using a computer
- Data: Information collected about a specific topic or field
- Digital information: Information recorded using numeric codes such as 0 and 1 in computers
- Electrification: The process of making something work by using electricity
- Gene: Part of DNA; something transferred to children from a parent

- Genetic engineering: The science of changing the genes in living beings
- Medicine: The field of science and practice related to prevention of disease in living beings
- Neurons: The cells of nerves in living beings
- Research: Study and investigation done to prove a theory and answer a specific question
- Technology: The application of scientific knowledge for practical uses
- Transplant: A process where an organ or tissue in a living being is replaced with a new and healthy organ from a donor

Building and construction

- Building permit: A licence allowing construction of a building in a community
- Carpenter: A person who makes and repairs wooden things
- Cement: A powder that when mixed with water can connect bricks or stones or form solid floors
- Crane: A tall machine used to move heavy objects
- Electrician: A person who installs electrical equipment
- Foundation: The layer of bricks, concrete and other materials below the ground that support a building
- Mason: A person who lays stone on a building
- Painter: A person who paints walls, doors and window frames
- Pillar: A tall structure of stone, wood or metal used to support a building
- Plaster: A smooth paste that dries into a hard layer and covers walls and ceilings
- To sand: To polish wood so that it becomes smooth
- Scaffolding: A temporary structure on the outside of a building that is being constructed

Practice

Activity 1

Fill in the blanks with the environment vocabulary from the word bank.

Word Bank

| | | |
|---------|--------|------------|
| species | damage | parks |
| habitat | game | endangered |

Man's effect on his own a. _____ is undeniable. Human activities are causing significant b. _____ to the Earth. There are many organisations whose aim is to protect the c. _____ of plants and animals that are most affected by climate change. National d. _____ and e. _____ reserves offer some protection to these animals. However, one has to be careful. Attempting to protect f. _____ species can often lead to overpopulation, which is a problem in and of itself!

Activity 2

Fill in the blanks with the science and technology vocabulary from the word bank.

Word Bank

| | | |
|--------|--------|----------|
| call | credit | dialled |
| number | mobile | operator |

Mrs Sankoh wanted to a. _____ her friend, Mrs Koroma. She got her b. _____ and c. _____ her friend's telephone number. Mrs Sankoh waited, but no one picked up – there was no answer. After a few tries, Mrs Sankoh spoke to the _____ and discovered that she had no f. _____.

Activity 3


Fill in the blanks with the building and construction vocabulary from the word bank.

Word Bank

| | | |
|----------|----------|------------|
| levelled | mortar | foundation |
| blocks | building | bulldozers |

Have you ever watched the construction of a a. _____? They are often finished in just a few short months! I remember a time when a construction company used b. _____ in the forest near my grandfather's village. First, they removed the trees. Next, they cleared and c. _____ the ground. Before long, they had dug the d. _____ and brought in many e. _____ for building. Using a mixture of sand, cement and water, the crew made f. _____ which they used to construct the walls of the building in what seemed like record speed!

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|---|-----------------------|
| Lesson Title: Parts of Speech Review | Theme: Grammar |
| Practice Activity: PHL3-L136 | Class: SSS 3 |

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|  Learning Outcomes By the end of the lesson, you will be able to: <ol style="list-style-type: none"> 1. Identify the 8 parts of speech. 2. Explain the function of each of the 8 parts of speech. 3. Identify the 8 parts of speech in sentences. 4. Write sentences using the 8 parts of speech. |
|--|

Overview

Based on their use and functions, words are categorised into several types or parts of speech. There are 8 **parts of speech** in English:

| Part of speech | Definition | Example |
|---------------------|---|--|
| Noun | Nouns name people, places, ideas or things. | Aminata, town, bicycle |
| Pronoun | Pronouns replace nouns – often to avoid repetition. They are also used to show ownership of something by someone. | I, they, it, my, our |
| Verb | Verbs show action or state of being and the time of that action or state – past, present or future. | is, ride, feel |
| Adjective | Adjectives describe or modify nouns. They show things like size, appearance and number. | tough Aminata, small town, new bicycle |
| Adverb | Adverbs modify verbs, adjectives or other adverbs. They show how, when, where and how much. | happily plays, surprisingly fast, very slowly |
| Preposition | Prepositions show how a noun or pronoun is related to another word in a sentence. | Aminata rode home from town on her new bicycle. |
| Conjunction | Conjunctions join 2 or more words, phrases or clauses. | Aminata rode home from town on her new bicycle, but she burst a tire so she was very late. |
| Interjection | Interjections show excitement or sudden emotion and are usually followed by an exclamation mark. | Yeah! Oh dear! No! |

Practice

Activity 1

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

1. It is not enough to **merely** be present; you must participate.
2. What is the **biggest** issue you face?
3. As the horse bolted from the stable, my father said, '**Whoa!** Stop!'
4. Dennis and **she** are married.
5. What would you want to see **if** I took you to Europe?
6. The brutality of such a crime is **unspeakable**.
7. I do not know **what** you want.
8. It is **probably** time for us to leave.
9. **Their** passports were no longer valid.
10. The dogs were howling **so** we threw them some bones.
11. **Whatever** obstacle you face, we can overcome it.
12. That was **quite** a speech you gave.
13. We have only just **started** to revise for the examination.
14. The **situation** has not improved since we last met.
15. Please do not interrupt when I am **talking**.

Activity 2

Complete the following story with an appropriate word for each of the different parts of speech.

As _____ (pronoun) walk toward the school, I get a _____ (adjective) feeling in my stomach. It will be my first time there since I _____ (verb) at the _____ (noun). _____! (interjection) What had I been thinking? However, I am no longer a _____ (adjective) child. I have since become a _____ (adjective) _____ (noun). On my way there, I meet a friend who walks _____ (preposition) me. She shares with me a(n) _____ (adverb) delicious snack. I have to go to a different _____ (noun) than her, _____ (conjunction) I say, 'Goodbye'. Now, that feeling in my stomach is getting _____ (adjective).

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|-------------------------------------|-----------------------|
| Lesson Title: Tenses Review | Theme: Grammar |
| Practice Activity: PHL3-L137 | Class: SSS 3 |



Learning Outcomes

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

1. Recall and use verbs correctly in the past and present tenses (simple, continuous, perfect, perfect continuous).
2. Ask and answer questions using the different tenses.
3. Use the different tenses in positive and negative sentences.

Overview

Tenses indicate when an action happens: the present, the past or the future. There are 4 tenses within each: simple, continuous (or progressive), perfect and perfect continuous.

These are the 4 forms of the **present tense**:

- **Simple present tense** talks about general facts and routines.
- **Present continuous tense** uses the verb 'to be' with an '-ing' verb to show that an action is happening now.
- **Present perfect tense** uses the verb 'to have' with a past participle (which usually ends with '-ed' or '-en') to talk about past actions for which time is not specific or important, repeated actions that began in the past and continue to the present and actions that have recently been completed.
- **Present perfect continuous tense** uses 'have been' with an '-ing' verb to show that an action began in the past but is ongoing.

Each present tense can also be written in the negative:

- For the simple present, place the verb 'do/does' and 'not' before the verb. If the simple present involves the verb 'to be', place the word 'not' directly after it.
- For both the present continuous and present perfect, place the word 'not' directly before the verb.
- For the present perfect continuous, place the word 'not' directly before 'been'.

These are the 4 forms of the **past tense**:

- **Simple past tense** refers to an action that was completed in the past. With most verbs, form the simple past tense by adding '-ed' or '-d' at the end. However, there are many irregular verbs in English that do not follow the rules of forming the simple past tense. They can take many forms.
- **Past continuous tense** uses 'to be' with an '-ing' verb to indicate that an action took place during a certain time period. It is used to provide background

details or imply that an activity was interrupted. It requires a second verb in the simple past tense to show the interruption.

- **Past perfect tense** uses 'had' with a past participle to talk about something that was finished before another past action.
- **Past perfect continuous tense** uses 'had been' with an '-ing' verb to talk about an action that began in the past and continued until at least another point in the past. It is used to show length of time in the past or a reason for a past result.

Each past tense can also be written in the negative:

- For the simple past, place 'did not' in front of the verb. If the simple past contains the verb 'to be', place the word 'not' after.
- For both the past continuous and past perfect, place the word 'not' directly before the verb.
- For the past perfect continuous, place the word 'not' directly before 'been'.

The following tables give examples of the various tenses in the positive and negative:

| POSITIVE | Simple | Continuous | Perfect | Perfect continuous |
|-----------------|----------------|---------------------|--------------------|---------------------------|
| Present | Asuma studies. | Asuma is studying. | Asuma has learned. | Asuma has been studying. |
| Past | Asuma studied. | Asuma was studying. | Asuma had studied. | Asuma had been studying. |

| NEGATIVE | Simple | Continuous | Perfect | Perfect continuous |
|-----------------|-----------------------|-------------------------|------------------------|------------------------------|
| Present | Alpha does not study. | Alpha is not studying. | Alpha has not studied. | Alpha has not been studying. |
| Past | Alpha did not study. | Alpha was not studying. | Alpha had not studied. | Alpha had not been studying. |

Practice

Activity 1

Complete the following sentences with both the simple present form and the simple past form of the verb given in brackets.

1. She _____ (play) sports in her free time.
2. There _____ (be) no time to waste.
3. The teacher _____ (give) a lot of homework.
4. What _____ (do) he know about that?
5. I _____ (drink) water.
6. The truth never _____ (die).
7. The truck _____ (rumble) down the hill.

8. Peter and he _____ (be) here every day after school.
9. The computer _____ (produce) the data.
10. No matter the problem, we _____ (solve) it.

Activity 2

Change the following sentences from the present continuous form to the present perfect continuous form.

1. We are waiting for you.
2. The bully is chasing the other pupils.
3. I am fixing the car.
4. Why is she standing on the table?
5. What are you doing?

Activity 3

Rewrite the following past perfect and past perfect continuous sentences to improve upon their form.

Example: They had learned nothing from their mistakes.

Answer: They had not learned anything from their mistakes.

1. We had been having no problems since switching to the new system.
2. They had seen nothing to dissuade them from moving forward with the plans.
3. She and Alfred had been eating no meat on Fridays.
4. Sallay had been expecting no problems with the examination.

Activity 4

Answer the following questions using the present perfect tense.

1. Which tenses have you learned about in this lesson?
2. How many activities have you already completed?
3. Where have you completed the activities?
4. What has your family eaten for dinner?
5. How long has it taken you to complete the activities?

| | |
|-------------------------------------|-----------------------|
| Lesson Title: Tenses Review | Theme: Grammar |
| Practice Activity: PHL3-L138 | Class: SSS 3 |



Learning Outcomes

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

1. Recall and use verbs correctly in the future tenses (simple, continuous, perfect, perfect continuous).
2. Ask and answer questions using the different tenses.
3. Use the different tenses in positive and negative sentences.

Overview

Tenses indicate when an action happens: the present, the past or the future. There are 4 tenses within each: simple, continuous (or progressive), perfect and perfect continuous.

These are the 4 forms of the **future tense**:

- **Simple future tense** uses 'will' or 'shall' with an infinitive to talk about something that will happen at some point. It may also use 'to be' with 'going to'
- **Future continuous tense** uses 'will be' or 'shall be' with an '-ing' verb to talk about something that will happen at a specific time in the future.
- **Future perfect tense** uses 'will have' with a past participle to talk about an action that will happen before another future action.
- **Future perfect continuous tense** uses 'will have been' with an '-ing' verb to talk about an action that will begin in the future and continue until some other point in the future. Unlike future perfect tense, it emphasises how long something will take.

When talking about the future we use 'will' or 'shall'. 'Shall' is considered more formal and is only used with 'I' or 'we'.

The following table gives examples of the various tenses in the positive:

| POSITIVE | Simple | Continuous | Perfect | Perfect continuous |
|----------------|-------------------|-------------------------|--------------------------|--------------------------------|
| Present | Asuma learns. | Asuma is learning. | Asuma has learned. | Asuma has been learning. |
| Past | Asuma learned. | Asuma was learning. | Asuma had learned. | Asuma had been learning. |
| Future | Asuma will learn. | Asuma will be learning. | Asuma will have learned. | Asuma will have been learning. |

Each future tense can also be written in the negative by placing 'not' directly after 'will' or 'shall'.

The following table gives examples of the various tenses in the negative:

| NEGATIVE | Simple | Continuous | Perfect | Perfect continuous |
|-----------------|-----------------------|-----------------------------|------------------------------|------------------------------------|
| Present | Alpha does not learn. | Alpha is not learning. | Alpha has not learned. | Alpha has not been learning. |
| Past | Alpha did not learn. | Alpha was not learning. | Alpha had not learned. | Alpha had not been learning. |
| Future | Alpha will not learn. | Alpha will not be learning. | Alpha will not have learned. | Alpha will not have been learning. |

Practice

Activity 1

Fill in the blanks in the following sentences with the future perfect tense of the verb given in brackets.

1. Some people believe that by the end of the century all of mankind's natural habitats _____ (disappear).
2. If we do not win the next match, all of our hard work this season _____ (be) for nothing.
3. The cat _____ (drink) all the milk by the time the dog realises it has been put out.
4. What once-promising methods to combat poverty _____ (fail) by the time we are retired?
5. Ojo _____ (eat) all the cookies by the time we arrive at the party.

Activity 2

Change the following sentences from simple future tense to the future perfect continuous tense. Add more information as needed.

1. We will wait for you.
2. The bully will chase the other pupils.
3. I will fix the car.

Activity 3

Rewrite the following future perfect sentences to improve upon their form.

Example: They will be reading nothing over the break.

Answer: They will not be reading anything over the break.

5. They will never be eating meat on Friday.
6. We will be preparing nothing for our guests.

7. The horses will be running nowhere.
8. Dele and Ngozi will be discussing not a word of the secret.
9. The police will be giving no indication of the possible charges at this time.

Activity 4

Ask a question that corresponds to each of the following answers and identify the tense used.

1. I will have been to Ghana once by the time I graduate.
2. He will have been studying French for 30 years before he visits France for the first time.
3. She will be majoring in marketing at university.
4. The doctor will see you when she is ready.

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|---|-----------------------------------|
| Lesson Title: General Vocabulary Review (traditional religion, ceremonies, culture and institutions) | Theme: Reading and Writing |
| Practice Activity: PHL3-L139 | Class: SSS 3 |



Learning Outcomes

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

1. Use appropriate vocabulary to describe the different topics.
2. Identify topic-specific vocabulary in a sentence.
3. Complete paragraphs on the topics using appropriate vocabulary.

Overview

The WASSCE tests your knowledge of general vocabulary. The areas tested include traditional religion, culture and institutions, and ceremonies.

The following vocabulary is related to **traditional religion**:

- Amulet: A piece of jewellery worn to protect from danger and evil
- Animism: The belief that all things on Earth have a soul
- Creator: A mythological god who makes the world or parts of it
- Deity: A supernatural being such as a god or goddess with supernatural powers
- Divination: The art of foretelling (predicting) future events
- Mythology: The study of a religion's stories and its gods and goddesses
- Shrine: A holy place where one can worship and connect with their god
- Spirit: The non-physical part of a person considered to control the soul and emotions
- Trickster: A character in myths who deceives people, sometimes to teach them a lesson

The following vocabulary is related to **culture and institutions**:

- Chieftain: The head of a tribe or community
- Chieftaincy: The area overseen by a community leader
- Festival: A celebration marking a special event
- Hierarchy: A system in which people are ranked by wealth, status or family
- Native: Belonging to a particular place
- Norms: Accepted rules and practices
- Polygamy: A marriage in which a man has more than one wife
- Social: Related to society
- Values: The collective beliefs of a community regarding good and bad

The following vocabulary is related to **ceremonies**:

- Auspicious: Very special; favourable
- Bridal party: The group consisting of the bride, her nuclear family, relatives and close friends
- Bridegroom/groom: The man getting married
- Community: A group of people living in the same place or sharing a particular characteristic
- Customs: Specific actions that are accepted in a particular culture
- Feast: A large meal, usually for celebrating
- Rite of passage: An event marking an important stage in someone's life
- Ritual: A ceremony involving a series of performed actions according to a tradition
- Tradition: A set of beliefs and norms in a specific culture passed down by each generation

Practice

Activity 1

Fill in the blanks using vocabulary from the word bank.

Word Bank

| | | | |
|-----------|-----------------|------------|---------|
| matrimony | rite of passage | ceremonies | shroud |
| wake | corpse | rituals | viewing |

Common Creole Customs

We have many a. _____ we perform, with at least one per major b. _____. There are naming c. _____ a week after birth, parties to celebrate the union of a man and woman in d. _____ and, of course, rituals about death.

When someone dies, we do several things. First, we turn all the photos in the house around and cover the mirrors. At the e. _____, which is before the burial, people clap and sing to make sure the f. _____ is really dead. The next day, we wash the body, place it in a g. _____ and lay it on a bed for a final h. _____. Then we put it in a coffin and take it to the church before bringing it to the cemetery.

Activity 2

Write a paragraph on each of the following topics:

1. Describe a wedding you attended. Who was there? What rituals did they perform?
2. Describe the rituals in your community when someone dies.

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| Lesson Title: Punctuation Review | Theme: Grammar |
| Practice Activity: PHL3-L140 | Class: SSS 3 |



Learning Outcomes

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

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

Overview

There are 3 types of terminal stops that can be used to end a sentence:

- A **full stop** is used at the end of a sentence to show that a thought or idea is complete.
Example: I drove my new car to work today.
- A **question mark** is used when you are asking something and want a response.
Example: Have you heard the news?
- An **exclamation mark** is used for emphasis or to show a strong emotion such as surprise, shock or happiness.
Example: That is amazing!

There are 4 main types of punctuation that can be used within a sentence: comma, semi-colon, colon and dash.

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

- A comma separates items in a list.
Example: I study English, History and Science.
- It is also used to enclose non-essential details in a sentence.
Example: The child had been travelling, mainly without supervision, around the globe.
- It is also used for question tags.
Example: That is great news, isn't it?
- It can also be used with inverted commas.
Example: He said, 'I do not know what you are talking about'.

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

- A semi-colon separates items in a list when some of those items already contain commas.
Example: I study three subjects: English, which I love; History, which I hate; and Science, which I am indifferent to.
- It is also used to join 2 independent clauses that are closely linked. Example:
The dog was staring at me; he must have known I had food in my pocket.

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

- A colon can be used to introduce a list.
Example: I study three subjects: English, History and Science.
- It can draw attention to a noun or a noun phrase.
Example: School can be fun or boring: It depends on the teachers.
- It can be used to present examples or quotations.
Example: The following are examples of punctuation: colon, dash, comma.
- A colon can only be used after a complete thought; it cannot be used to separate phrases or clauses.

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

- A dash can strengthen and emphasise a point at the beginning or end of a sentence.
Example: I study English, History and Science – and love all of them!
- It can also be used in the middle of a sentence as an aside, like brackets.
Example: I have never been to Liberia – which I am fine with, by the way – but my parents have been.

Practice

Activity 1

Add appropriate punctuation to the following sentences:

1. Miss Anieke is known for her kindness generosity and patience all her pupils love her
2. You have two options pass or fail
3. Basketball the next big sport in Sierra Leone or a passing fad
4. The driver slowed while overtaking the lorry but the proper thing would have been for him to accelerate a potentially fatal mistake
5. When was the last time you ate fish this week or last
6. 'That is rubbish and you know it' screamed the man 'Who told you such nonsense'
7. The rice was crunchy full of stones and unpalatable the greens withered moldy and inedible and the chicken tough and dry
8. Careful you do not want to have to retake the exam
9. That would not be wise would it
10. The mere mention of his name was enough to send shivers yes shivers down people's spines

Activity 2

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

Answer Key

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| Lesson Title: Vocabulary Development: Motor Vehicles and Travelling |
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| Practice Activity: PHL3-L097 |
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1. A car runs on four wheels while a lorry may run on more than four wheels.
2. The driver inserts the key and turns the ignition switch.
3. You press the clutch to shift the gear to different positions.
4. When the car is not properly maintained, it normally brings about a breakdown.
5.
 - a. This is a noun phrase.
 - b. It serves as the object of the verb 'require'.
6.
 - a. This is a metaphor.
 - b. It means to act in a completely reckless manner
7. Examples synonyms:
 - a. contemporary
 - b. motorised
 - c. moving
 - d. managed
 - e. correctly

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| Lesson Title: Vocabulary Development: Motor Vehicles and Travelling |
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| Practice Activity: PHL3-L098 |
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- a. terminal
- b. depart
- c. runway
- d. passengers
- e. board
- f. air hostess
- g. aisle
- h. cockpit
- i. landing
- j. taxi
- k. take-off
- l. airborne
- m. destination
- n. seatbelts
- o. flight

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| Lesson Title: Future Perfect Continuous Tense |
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| Practice Activity: PHL3-L099 |
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Activity 1

1. will have been living
2. will have been working
3. will have been studying
4. will have been watching
5. will have been sleeping
6. will have been looking
7. will have been waiting
8. will have been driving
9. will have been reading
10. will have been married

Activity 2

1. You **will have been waiting** for two hours when I **arrive**.
2. Janet **will have been studying** for five years when she **gets** her degree.
3. We **will have been talking** for an hour when I **leave**.
4. They **will have been driving** for six hours by the time they **get** there.
5. She **will have been using** the car for a week by the time she **brings** it back.

Activity 3

Passage 1

Barrie is a magician. He has been a magician for a long time. This December, he **will have been doing** magic professionally for 25 years. He can hardly believe that, when December arrives, he **will have been entertaining** audiences all around the country for a quarter of a century!

Currently, Barrie performs in a magic show in Freetown. By the end of this year, he **will have been performing** in Freetown for three years. Although he **will have been dazzling** children and adults with his card tricks for all that time, he still gets nervous before every performance.

Passage 2:

Everyone is at church. They are listening to the minister give a long sermon. By the time the minister finishes his sermon, the congregation **will have been listening** to him preach for over an hour. They **will have been sitting** on the hard benches in the hot, stuffy room, and he **will have been standing** behind the pulpit, with seemingly endless energy, for what feels like an eternity.

| |
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| Lesson Title: Future Perfect Continuous Tense |
| Practice Activity: PHL3-L100 |

Activity 1

1. will not have been working
2. will not have been playing games
3. will not have been using
4. will not have been advertising
5. will not have been listening
6. will not have been washing
7. will not have been waiting
8. will not have been running
9. will not have been living
10. will not have been eating

Activity 2

1. They will not have been living in Bo for five years.
2. The child will not have been sleeping since 10 p.m.
3. The doctor will not have been treating patients for two hours.
4. He will not have been reading this book since 10 a.m.
5. He will not have been working as an engineer in this factory since January.
6. We will not have been starting our own business since May.
7. You will not have been using my computer for five months.
8. She will not have been singing songs for three hours.
9. They will not have been discussing the issue for five days.
10. They will not have been writing the essay for two hours.

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| Lesson Title: Vocabulary Development: Euphemism |
| Practice Activity: PHL3-L101 |

Activity 1

On one faithful afternoon, Brima felt quite unwell and **lost his lunch**. When he was asked what was wrong with him he stated that he had an unusual health condition. After a few minutes, he rushed to the **gents'** to **ease himself** because he had started experiencing some diarrhoea. This diarrhoea continued but he did not bother to go to hospital and he eventually **passed away** from typhoid.

Activity 2

1. Uncle Brima died last year.
2. I am unemployed at the moment.
3. I want to be alone.
4. I want to go to the toilet.
5. The politician lied.
6. Our teacher is pregnant.
7. We have a prison on Pa Dema Road.
8. He is frugal.
9. They had to kill the sick animal.
10. He was fired.

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| Lesson Title: Elements of a Good Paragraph |
| Practice Activity: PHL3-L102 |

Activity 1

1. To remain competitive, both during competition and in securing a position on the team, pupils must learn to quickly put mistakes behind them and find ways to improve performance. Moreover, such improvements rely on communicating their shortcomings with teammates and verbalising their goals.
2. First, ensure you have a sharpened pencil and, if possible, a backup. Wait for the examiner's instructions before turning the page.
3. A topic sentence explains what the paragraph is about and introduces a main idea, while supporting sentences back up that idea. A concluding sentence ties the whole thing together into a neat package.

Activity 2

1. There are many benefits to pupils who join a social organisation.
2. Grey whales are incredible animals.
3. Airplane travel is not what it used to be.

Activity 3

1. Although some administrators may balk at providing more time for pupils to eat, it may be the only way to make the afternoon hours productive.
2. Municipalities should not discontinue their regular street cleanings, but citizens must take a stronger role in preventing litter.

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| Lesson Title: Reading Skills Development: Understanding the Writer (mood, tone, purpose) |
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| Practice Activity: PHL3-L103 |
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1. It was difficult to see ahead because the snowfall was very thick.
2. Ollendorff said his instincts were as powerful as a compass.
3. It looked like the number of travellers in front of them kept increasing.
4. Ballou discovered that they were following their own tracks.
5. The travellers were upset because he had not told the truth and he had given them hope that he knew the way.
6. This figure of speech is personification.
7. a. This is a noun clause.
b. It serves as the object of the verb 'said'.
8. Example synonyms:
a. uncertain b. attack c. troop d. cruel e. confused

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| Lesson Title: Vocabulary Development: Paradox |
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| Practice Activity: PHL3-L104 |
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Activity 1

Example answers:

1. Even though there are so many awful things about America, the poet still loves the country.
2. 'She' refers to America.
3. Two similes are: 'Her vigour flows like tides into my blood' and 'Her bigness sweeps my being like a flood'.
4. Two examples of paradox are: 'cultured hell' and 'feeds me bread of bitterness'

Activity 2

4, 6, 11, 12, 13, 14, 15

Activity 3

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

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| Lesson Title: Concord – Subject-Verb Agreement |
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| Practice Activity: PHL3-L105 |
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Activity 1

1. is 2. have 3. are 4. speaks 5. was 6. are 7. are 8. read 9. has 10. is
11. were 12. is 13. gives 14. were 15. works 16. does 17. were 18. is 19. was
20. scares 21. runs 22. bark 23. are 24. was 25. worry 26. studies 27. is
28. was 29. are 30. is

Activity 2

1. has 2. was 3. was 4. do 5. were 6. wins 7. has 8. was 9. is 10. have

Lesson Title: Concord – Subject-Verb Agreement

Practice Activity: PHL3-L106

Activity 1

1. watches
2. does not
3. study
4. is
5. lives
6. are
7. decides
8. is
9. enjoys
10. is

Activity 2

1. correct
2. correct
3. Someone does not understand.
4. Those have been cheaper in the past.
5. correct
6. correct
7. You ride with me.
8. All children go to school.
9. correct
10. correct
11. correct
12. He does not like chocolate.
13. Sarah or her friends excel at volleyball.
14. Each of these has been ruined.
15. correct
16. correct
17. The news is on at 10 p.m.
18. The family is a lot of fun.
19. correct
20. correct

Lesson Title: Expository Essay

Practice Activity: PHL3-L107

Activity 1

Example outline:

Introduction

Topic: The structure of nuclear families versus extended family units

Topic sentence: The structure of the extended family is quite different from that of a nuclear family, although there are also some similarities.

Idea #1

Topic sentence:
Nuclear families and extended families differ in size.

Idea #2

Topic sentence:
These two family systems differ in regard to leadership.

Idea #3

Topic sentence:
The responsibility for raising children differs.

Supporting details: The nuclear family consists of a husband, wife and their children. An extended family consists of these people plus their relatives. However, there is no maximum size for either type.

Supporting details: Both are usually led by male members, although extended families may split leadership responsibilities between male members.

Supporting details: In nuclear families the parents are responsible. Other family members, particularly aunts and grandparents, may assist in extended families. In both situations, siblings assist.

Conclusion

- Summary: The size, leadership system and delegation of responsibilities differ substantially between nuclear families and extended ones.
- Closing: However, look closer and one finds that in many ways they are not so different.

Activity 2

Example essay:

The Structure of Nuclear Families Versus Extended Family Units

In Sierra Leone, it is quite common to find extended families living together, either in the same house or on the same land. The structure of the extended family is quite different from that of a nuclear family, although there are also some similarities.

The most obvious way in which nuclear families and extended families differ is in size. Whereas the nuclear family consists of a husband, wife and their children, an extended family consists of these people plus their relatives, namely, uncles, aunts, cousins, nephews, nieces and grandparents. Yet it is not uncommon for Sierra Leoneans to have eight, nine or even ten siblings. In this way, some large nuclear families are comparable in size to smaller extended family units. Regardless of size, both types of family must work together to earn enough to meet the needs of all members.

The second way in which these family systems differ is in regard to leadership. In most nuclear families in Sierra Leone, the husband is the head of the household, meaning he is responsible for making most decisions. This type of a system is called a patriarchy. In extended families, on the other hand, the power dynamic may be different. Some are led by elder patriarchs or family members who hold the most wealth, whereas in others, decision-making duties are split based on areas of expertise. For instance, financial decisions may be handled by one member and agricultural decisions by another. However, both nuclear families and extended families are predominantly led by the male members.

A third point of contrast between the two systems is the responsibility for raising children. Whereas in nuclear families, the responsibility for child raising rests with the parents, in extended families, several people are capable of assisting. After all, there are aunts and grandmothers present who have experience raising children of their own. This speaks to

another divergence between systems. Whereas nuclear families make their own decisions regarding child rearing and may diverge from their parents' philosophies, in extended families with strong matriarchs, a grandmother is likely to raise her grandchild in the same way that she raised her own children. However, in both systems older siblings play a substantial role in caring for their younger sisters and brothers. This includes leading them in household chores, assisting with homework and caring for them when their mother is busy.

The size, leadership system and delegation of responsibilities differ substantially between nuclear families and extended ones. However, look closer and one finds that in many ways they are not so different.

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| Lesson Title: Expository Essay |
| Practice Activity: PHL3-L108 |

Activity 1

Example outline:

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| <p>Introduction</p> <p>Topic: The Ghana Empire</p> <p>Topic sentence: From 3000 BCE to 1500 CE, West Africa prospered.</p> |
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| <p>Idea #1</p> <p>Topic sentence: Around 3000 BCE, West Africans began to produce more food than they needed to survive.</p> <p>Supporting details: This allowed for specialised jobs. By 1500 BCE there were complex societies with soldiers, carpenters, metal workers and religious leaders.</p> |
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| <p>Idea #2</p> <p>Topic sentence: Around 1000 BCE, agriculturalists began to abandon cities and cluster in what would become the Ghana Empire.</p> <p>Supporting details: The Ghana Empire was the first major farming empire to appear in West Africa.</p> |
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| <p>Idea #3</p> <p>Topic sentence: Thanks to farming, mining and trade, Ghana became a wealthy and powerful civilisation in Africa.</p> <p>Supporting details: Traders called Ghana 'the Land of Gold'. Ghana traded with Arabs starting in the 700s CE.</p> |
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| <p>Conclusion</p> <ul style="list-style-type: none"> • Summary: Ghana's long period of power began to crumble in the 1200s CE. • Closing: However, over the course of four millennia, the region's economy was on par with other world powers. |
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Activity 2

Example essay:

The Ghana Empire: West Africa's First Major State¹

Around 3000 BCE, the people of Ghana were only just developing agriculture. By 1500 CE, Ghana was a prosperous kingdom. Its subsequent fall can be attributed to climate change and, ultimately, the imposition of slavery. But from about 3000 BCE to 1500 CE, West Africa prospered. People learned to farm, they diversified the economy and, over time, they built powerful empires.

Around 3000 BCE, West Africans began to produce more food than they needed to survive. Farming produced more food than hunting and gathering, and therefore supported more people, allowing societies to become more complicated. Not everyone had to be a farmer anymore. Instead, they could have specialised jobs and purchase food from farmers. By 1500 BCE there were complex societies with soldiers, carpenters, metal workers and religious leaders.

Around 1000 BCE, the climate of the Sahel began to change, forcing agriculturalists to abandon cities in search of grass for their cattle. They settled in the centre of West Africa's first major empire: Ghana. (The current country is named after this powerful ancient civilisation but is not in the same location.) The Ghana Empire was the first major farming empire to appear in West Africa.

Thanks to farming, mining and trade, Ghana became a wealthy and powerful civilisation in Africa. Traders called Ghana 'the Land of Gold'. The Empire controlled gold mines, making it rich. In the 600s and 700s CE, as Arabs moved into Egypt and North Africa, the Ghana Empire began trading with them. They sold salt, herbs and spices, fish, rice and honey, as well as ivory, iron tools, furniture and cloth. Their wealth increased. Stories from that time tell of the Ghana Empire ruler's luxurious gifts. Arab sources reported that the Empire had 200,000 soldiers. The Empire controlled the region for centuries.

Ghana's long period of power began to crumble in the 1200s CE. Climate change may have played a part. The climate got drier, making farming more difficult. The Ghana Empire found itself with fewer resources and, thus, reduced power and influence. Its leaders began to fight among themselves, and other groups soon moved in to take over. By 1500, when West Africa and Europe came into contact, the empire was vastly reduced in power. The slave trade inflicted further damage on the region, and European countries also began to take over parts of Africa. However, over the course of four millennia, the region's economy was on par with other world powers.

¹Big History Project. (2016, June 21). The Ghana Empire: West Africa's First Major State. Retrieved and adapted from <https://newsela.com/read/BHP-7-1-Ghana/id/17101>

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| Lesson Title: Reading Skills Development: Reasoning |
| Practice Activity: PHL3-L109 |

Activity 1

1. She was not loved by the other pupils. She was also not popular with the teachers.
2. She was accustomed to the teachers' looks of disappointment.
3. She lost interest in attending school because even when she thought she had done well, she performed poorly.
4. Her final hope was to get married.

5. The irony is that when she stopped caring about how her classmates saw her, they stopped bothering her and some even befriended her.
6. She would not have gone to university.
7.
 - a. It is an adverbial clause.
 - b. It modifies '(already) defeated'.
8. Example synonyms:
 - a. despised
 - b. familiar
 - c. encouraging
 - d. disturbing
 - e. freedom

Activity 2

1. deductive 2. inductive 3. inductive 4. deductive 5. inductive 6. deductive
7. inductive 8. deductive 9. inductive 10. deductive

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| Lesson Title: Reading Skills Development: Reasoning |
| Practice Activity: PHL3-L110 |

Activity 1

1. He had experienced horrible things.
2. He was called because a dead body was found on the beach.
3. He identified the businessman by his wispy moustache.
4. It was actually not a drowning – it was a murder.
5.
 - a. It is an adjectival clause.
 - b. It describes 'tie'.
6.
 - a. It is a phrasal verb.
 - b. It means 'to hide evidence'.
7. Example synonyms:
 - a. likely
 - b. confused
 - c. keeping away from
 - d. rub

Activity 2

1. inductive 2. deductive 3. deductive 4. inductive 5. deductive

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| Lesson Title: Comprehending a Listening Passage – Debate |
| Practice Activity: PHL3-L111 |

1. Universities rely on WASSCE because it is an easy and efficient way to evaluate candidates.
2. The writer states that private schools and public schools provide different standards of education.
3. The writer is pointing out that these character traits are valuable in university but cannot be determined via WASSCE results.
4. The writer argues that some applicants could be overlooked if they were not given good opportunities in secondary school, that applicants should be evaluated partially on the

basis of character and that applicants should be evaluated partially on the basis of creativity.

5. According to the writer, universities should evaluate character through letters of reference from teachers and administrators.
6. A metaphor from the second paragraph is, 'Do poorly and watch your university dreams evaporate'.
7.
 - a. This is an adverbial clause of manner
 - b. It modifies the verb 'score'.
8. Example synonyms:
 - a. difference
 - b. situations
 - c. without
 - d. harm
 - e. full picture
 - f. innovative
9. Examples of rhetorical questions:
 - 'After all, why else would parents pay extra for their children to attend them?'
 - 'How can qualities of success, such as perseverance and discipline, be adequately measured in a few hours?'
 - 'Why then are universities not looking for the most creative pupils?'

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| Lesson Title: Debate |
| Practice Activity: PHL3-L112 |

Activity 2

1. Example:

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Saidu Kamara and I stand before you today to speak for the motion: 'School should begin no earlier than 8:30 a.m.'

Pupils these days have many responsibilities, not only at school but in their homes and communities as well. A start time of 8:30 allows them time to help with household chores and finish homework during the daylight. Many pupils are in a race against time in the evening, trying to finish revising before the sun sets; then they must find well-lit spot to continue their studies in the wee hours of the morning. Delaying the start time of school would remove this pressure, allowing pupils to comfortably finish their homework in the morning hours when they are freshest.

2. Example:

My opponent presents a reasonable argument that, by having school start no earlier than 8:30 a.m., pupils will have more time to revise in the mornings. However, this is teaching young people the wrong skills. Time management is an important aspect of going to school. Pupils should not be rushing during the morning hours. Instead, they must learn how to properly organise the time they have available in the evening to complete their tasks.

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| Lesson Title: Vocabulary Development: Stock Exchange |
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| Practice Activity: PHL3-L113 |
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Activity 1

1. They normally lack liquid assets.
2. The advantage is that you become part owner of the company.
3. Bonds have lower risk than stocks.
4. Corporations and governments borrow money from investors.
5. Shareholders are given cash dividends after every profit.
6. The biggest stock exchanges are in New York, London and Tokyo.
7.
 - a. It is an adverbial clause.
 - b. It modifies 'fluctuates'.
8. Example synonyms:
 - a. tactic
 - b. costly
 - c. break down

Activity 2

1. money
2. consumers
3. stocks
4. investment
5. buyers
6. sellers
7. transactions
8. Wall Street

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| Lesson Title: Vocabulary Development: Stock Exchange |
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| Practice Activity: PHL3-L114 |
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1. d.
2. a.
3. c.
4. a.
5. d.
6. b.
7. d.
8. a.
9. b.
10. c.
11. a.
12. c.
13. b.

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| Lesson Title: Reading Skills Development: Substitution of Words in a Passage |
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| Practice Activity: PHL3-L115 |
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Activity 1

1. He treated them badly, with contempt.
2. Bockarie had a multi-million-dollar contract, he owned a limousine, he had a company that employed many workers, he lived in a mansion and he planned to buy a helicopter.
3. He ought to have visited his hometown the day before the presentation.
4. Example synonyms:
 - a. emphasised
 - b. committed to
 - c. shocked
 - d. forsaken

Activity 2

1. d.
2. b.
3. d.
4. c.
5. d.
6. d.
7. b.

Activity 3

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

Lesson Title: Reading Skills Development: Substitution of Words in a Passage

Practice Activity: PHL3-L116

Activity 1

1. He means that all mountaineers have experience in escaping from wolves.
2. a. It is an adverbial phrase.
b. It modifies 'plunged'.
3. Example synonyms:
 - a. purposely
 - b. groups
 - c. completely
 - d. gloomy
 - e. silently

Activity 2

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

Activity 3

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

Lesson Title: Vocabulary Development: Connotation and Denotation

Practice Activity: PHL3-L117

Activity 1

Example answers:

| Word | Positive | Negative |
|-------------|-----------------|-----------------|
| odour | fragrance | stench |
| curious | interested | nosy |
| thin | slender | skinny |
| argue | discuss | quarrel |
| watch | observe | stare |
| unique | original | strange |
| old | wise | decrepit |
| proud | confident | arrogant |
| young | vibrant | immature |
| thrifty | economical | cheap |

Activity 2

Example answers:

1. stench 2. cheap 3. obsession 4. shack 5. sneaky

Lesson Title: Vocabulary Development: Rhetorical Questions

Practice Activity: PHL3-L118

Activity 1

1. The rhetorical questions are:

'How could this be seen as a step in the right direction?'
'How could this be regarded as even remotely democratic?'
They are rhetorical because no answer is given after the questions; none is needed.
They are being used to draw attention to something negative.

2. The rhetorical questions are:

'Will we approach the world fearful and reactive, dragged into costly conflicts that strain our military and set back our standing?'

'Or will we lead wisely, using all elements of our power to defeat new threats and protect our planet?'

'Will we allow ourselves to be sorted into factions and turned against one another?'

'Or will we recapture the sense of common purpose that has always propelled America forward?'

They are rhetorical because no answers are given or needed; Obama is using them to emphasise the positive actions that he wants to take for America.

Activity 2

1. It is useless to ask her.
2. Nobody cares.
3. Why don't you say anything?
4. You are not as important as you think.
5. I told you that she would come.
6. We have had enough troubles.

Activity 3

1. The rhetorical questions are:

'But what is the point of putting all your effort into something when you cannot succeed?'

'Why were we having all those doubters?'

'But why such behaviour?'

'Why can't we support the effort of others?'

2. The writer uses rhetorical questions to convince readers to always be determined and not to listen to others who try to discourage them.

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| Lesson Title: Speech |
| Practice Activity: PHL3-L119 |

1. He is speaking to students at Harrow School.
2. He was trying to raise their morale during the war.
3. Appearances are often deceptive.
4. The repetition of 'never give in' is used to motivate those who had lost faith during the war.
5. a. It is a metaphor.
b. It means that people thought that Britain was completely wiped out.
6. a. It is a noun clause.
b. It serves as the object of the verb 'said'.
7. Example synonyms:
 - a. disastrous
 - b. threat
 - c. misleading
 - d. creative
 - e. recoiling

Lesson Title: Speech

Practice Activity: PHL3-L120

Activity 1

Example outline:

Introduction

- Vocatives: Fellow pupils, faculty and our esteemed Principal, thank you for joining us today.
- Attention-grabbing statement: What would life be like without our dear teacher, Mr Fomba?
- Thesis statement: It is hard to imagine a more dedicated teacher than Mr Fomba, whose patience and concern for pupils these past 10 years is unparalleled.
- Explanation of why the audience should listen to you: As the senior prefect, I have worked hand in hand with Mr Fomba.
- Summary of main points: Although I am excited about his promotion, I will be sad to see him leave.

Body – at least 3 paragraphs

- Point 1: Mr Fomba was patient with pupils.
 - Detail: He never scolded us for not knowing the answer right away.
 - Detail: He spent hours outside of class tutoring anyone who asked for help.
- Point 2: Mr Fomba was concerned about pupils' welfare.
 - Detail: Mr Fomba was there to check up on me after a gruelling exam.
 - Detail: He sensed when I was having personal difficulties and would make sure I was okay.
- Point 3: Mr Fomba provided fair discipline.
 - Detail: Pupils who littered were tasked with cleaning school grounds.
 - Detail: He mediated disagreements between pupils without resorting to beatings.

Closing statement

- Transition (Example: 'In conclusion ...'): As you can see, Mr Fomba has been a fine teacher at our school.
- Restatement of thesis: None of us will ever forget his dedication.
- Summary of main points: His patience, concern and discipline have made a lasting impression on everyone he has taught.
- Thank audience: Thank you, my fellow classmates, and thank you, Mr Fomba!

Activity 2

Example speech:

Fellow pupils, faculty, our esteemed principal and staff, thank you for joining me today. I would like to begin by asking you to imagine what life would be like without our dear teacher, Mr Fomba. It is difficult to imagine, isn't it? Yet that is the exact situation we will soon find ourselves in, when he becomes the principal of another school. Where shall we find a more dedicated teacher than Mr Fomba, whose patience and concern for pupils this past decade has been unparalleled? As the senior prefect, I have worked hand in hand with Mr Fomba this past year. I wanted to share with you why I will be sad to see him leave.

From the first day I met Mr Fomba, I knew there was something special about him. He exhibited so much patience with us pupils. He never expected us to know the correct answer immediately. Instead, he worked with us to make sure we approached questions in the correct way. He helped us identify errors in our thinking that were leading to incorrect solutions. That requires an extraordinary amount of time and patience – more than simply lecturing and telling us to remember the answer. Moreover, he pushed us to do this not just in class but outside of it as well, dedicating his own free time to tutoring pupils in need of guidance.

That is because, above all, Mr Fomba was concerned about his pupils' welfare. I will never forget, after a particularly grueling midterm examination, Mr Fomba approached me and asked how I had done. I admitted I was nervous about the results. He reassured me. 'Just keep working hard, like you have been', he said, 'and you will be fine'. Other pupils have told me how Mr Fomba has been there during personal difficulties, from making sure they had rides to school to visiting them when they were ill.

Finally, I must mention Mr Fomba's extraordinary achievements in instilling discipline. Whereas many teachers are quick to punish pupils, Mr Fomba has mediated countless disagreements between pupils without ever resorting to beatings. Many of those he has counselled have even grown to be good friends. Many disciplinary issues were handled innovatively. Pupils who litter are now tasked with cleaning school grounds. Look around: The school has never been cleaner – not because someone is always cleaning, but because pupils understand that if they litter, Mr Fomba will hold them accountable.

As you can see, Mr Fomba has been a fine teacher at our school. None of us will ever forget his dedication. His patience, concern and discipline have made a lasting impression on everyone he has taught. Thank you, my fellow classmates, for listening. And thank you, Mr Fomba, for your service!

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| Lesson Title: Pure Vowel Review |
| Practice Activity: PHL3-L121 |

Activity 1

1. b. 2. a. 3. b. 4. d. 5. d. 6. d. 7. a. 8. c. 9. a. 10. a. 11. a. 12. c. 13. c.
14. d. 15. d.

Activity 2

1. b. 2. a. 3. d. 4. a. 5. c. 6. b. 7. c. 8. a. 9. d. 10. b. 11. a.

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| Lesson Title: General Vocabulary Review (family and home, agriculture, fishing) |
| Practice Activity: PHL3-L122 |

Activity 1

1. extended families 2. relatives 3. cousins 4. generations 5. livelihood 6. teenagers
7. engaged 8. in-laws

Activity 2

1. arid 2. smallholdings 3. fertiliser 4. bait 5. cast 6. bite 7. hook 8. scale

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| Lesson Title: Creative Writing Review |
| Practice Activity: PHL3-L123 |

Example outline:

Title: Momoh's Path to University

Introduction

- Place: Small village
- Time: Years ago
- Characters: Momoh, Uncle
- Point of view: Third person (he/she), past tense

Rising action

- What happens to the main character? His father and mother die, leaving him an orphan.
- How does the character respond? He struggles to secure an education so he can survive in the world.
- What obstacle stands in his or her way? His uncle loans him money to pay his secondary school fees, but before he can go to university, the uncle demands repayment with interest.
- How does the character respond to the obstacle(s)? Momoh finds work and repays his debt. Then he agrees to a long-term payment plan with his uncle. But he is still unhappy that he cannot continue his schooling.

Climax

- How does the character face the final (and biggest) obstacle? He applies for a scholarship.

Falling Action / Resolution

- What is the outcome of the character facing this obstacle? Thanks to his hard work in secondary school, he wins the scholarship and is able to go to university.

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| Lesson Title: Rhyme and Intonation Review |
| Practice Activity: PHL3-L124 |

Activity 1

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

Activity 2

A: Excuse me. I'm looking for someone by the name of ... (rising)

B: What is the person's name? (falling)

A: I suddenly cannot remember. Ah, his name is Audu! (falling) Are you Audu? (rising)

B: No, I am sorry. (falling)

A: That is a shame, isn't it? (falling)

B: Why is that? (falling)

A: Because I owe him money. (falling)

- B: Do you want to give me the money? (rising) I can give it to him for you. (falling)
A: You wouldn't mind? (rising)
B. No, of course not! (falling)

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| Lesson Title: General Vocabulary Review (animal husbandry, sports, health) |
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| Practice Activity: PHL3-L125 |
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Activity 1

1. extensive 2. graze 3. intensive 4. livestock 5. herbivores 6. predators 7. poultry
8. herdsman

Activity 2

1. players 2. pitch 3. defenders 4. strikers 5. referee 6. match 7. dribbles
8. tackled 9. touch line 10. throw-in

Activity 3

1. examining 2. blood pressure 3. thermometer 4. stethoscope 5. prescribed
6. medicine

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| Lesson Title: Reading Skills Development: WH questions, Inferential and Literal Questions |
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| Practice Activity: PHL3-L126 |
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Activity 1

1. Inferential – The writer assumed 'David had faded away into obscurity' because he was a below-average pupil who could not get into the same secondary schools as his primary school mates.
2. Inferential – The writer mentions that David is left-handed to show that he is unique, one of the qualities his classmates admired about him.
3. Factual – It had been 38 years since he had last seen David.
4. Factual – David works at the nation's leading teaching hospital.
5. Inferential – The writer is showing irony because he laughed at David for being a poor pupil, but David has since become very successful.

Activity 2

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

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| Lesson Title: Sentence Stress, Emphatic Stress and Word Stress Review |
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| Practice Activity: PHL3-L127 |
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Activity 1

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

Activity 2

1. colleague 2. revenue 3. continent 4. report 5. morale

Activity 3

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

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| Lesson Title: Consonant and Consonant Cluster Review |
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| Practice Activity: PHL3-L128 |
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1. d. 2. a. 3. d. 4. c. 5. d. 6. c. 7. a. 8. d. 9. c. 10. b. 11. b. 12. d. 13. b.
14. c. 15. a

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| Lesson Title: Types of Essays Review – Persuasive, Expository, Narrative, Descriptive |
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| Practice Activity: PHL3-L129 |
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Check your essay for the following:

- Content: Are your ideas relevant and connected to the topic?
- Organisation: Have you followed the features of the type of essay you are writing? Have you included formal features if necessary? Are your paragraphs and ideas well-organised?
- Expression: Have you expressed yourself clearly, using appropriate vocabulary and grammar?
- Mechanical accuracy/correctness: Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

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| Lesson Title: Figurative Language Review (simile, metaphor, personification, hyperbole) |
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| Practice Activity: PHL3-L130 |
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Activity 1

1. hyperbole 2. personification 3. simile 4. simile 5. personification 6. hyperbole
7. personification 8. personification 9. personification

Activity 2

1. Simile – The singer’s voice was as clear as glass.
Example answer: The singer’s voice was perfect and without defects.
2. Simile – His memories were as rotten as old eggs.
Example answer: He had bad memories.
3. Metaphor – Knowledge is a fruit whose seeds can be replanted.
Example answer: If you learn something, it leads to more knowledge later.
4. Metaphor – Yoyonthor’s hair was a flowing river that reached down to the small of her back.
Example answer: She had long hair.
5. Simile – The pen rolled off the desk like a raindrop.
Example answer: The pen fell.

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| Lesson Title: Listening Comprehension Review |
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| Practice Activity: PHL3-L131 |
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1. The horse trusted the fox because he was alone and sad and did not know how to survive on his own. He likely felt as though he had no other option.
2. The lion trusted the fox because he was hungry. The horse was playing dead, so there was no reason to disbelieve the fox.

3. The horse had worked for the farmer for many years and been a good worker.
4. 'Alas' is an interjection.
5.
 - a. It is an idiom.
 - b. It means 'until you die'.
6.
 - a. It is an adverbial clause of manner.
 - a. It modifies the verb 'stretch'.
7. Example synonyms:
 - a. aged
 - b. alone; by yourself
 - c. tie
 - d. anger
 - e. afraid; frightened; scared

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| Lesson Title: Article Review |
| Practice Activity: PHL3-L132 |

Activity 1

Example outline:

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| Title: WHO Declares Ebola Outbreak an International Emergency |
| Location: (where the news is being reported): West Africa |
| Introductory Paragraph <ul style="list-style-type: none"> • Main idea of article (what happened): The World Health Organisation called the West African Ebola outbreak an international health emergency. • When it happened/will happen: 11 August 2014 • Where it happened/will happen: Sierra Leone, Liberia, Nigeria and Guinea • Who was/is involved/affected: Nearly 1,000 people killed by the disease |
| Body of article <ul style="list-style-type: none"> • Detail 1: The WHO asked for an international response to the virus. • Detail 2: Because of the announcement, people who might be affected will not be allowed to travel out of the country. • Detail 3: Not all people in Liberia and Sierra Leone are happy about efforts to stop the disease. |
| Closing paragraph <ul style="list-style-type: none"> • Outcome (or possible next steps): The WHO is developing a vaccine, which it hopes to have ready in 2015. |
| Name Designation Address (for national and international publications). |

Activity 2

Example article:

WHO Declares Ebola Outbreak an International Emergency¹

11 August 2014

On Friday, the World Health Organisation (WHO) called the West African Ebola outbreak an international health emergency. The current outbreak of Ebola is the deadliest ever, with nearly 1,000 people killed by the disease. So far, three countries, Sierra Leone, Liberia and Nigeria, have declared national emergencies, with cases also reported in Guinea.

Director-General of WHO Dr Margaret Chan called for an international response to the outbreak, calling it 'the largest, most severe and most complex outbreak in the nearly four-decade history of this disease'. According to reports, the lack of hospitals and trained doctors in West Africa has hurt efforts to stop the virus. Médecins sans Frontières (MSF) said the health system in Liberia was 'falling apart'. Health experts and aid workers from Europe and America are already working to bring the outbreak under control, but MSF and WHO are now calling for more help.

The announcement by WHO has implications for international law. Possible cases will not be allowed to leave the affected countries until they are confirmed to be free of the virus. WHO has also warned that all nations should bring their own citizens home for treatment if infected.

Meanwhile, restrictions put in place to limit the spread of the disease are reported to be causing problems in poor areas. Liberia and Sierra Leone have both sent soldiers to limit travel within these countries, with many residents reportedly worried about the effect on their trade and incomes. In Liberia, where there is a strong stigma attached to the disease, many people have refused to report the deaths of family members and hand their bodies over for cremation. There have also been cases of violence toward government officials attempting to enforce measures that would limit the disease's spread.

WHO vaccine chief Jean-Marie Okwo-Bele told AFP he expected a possible vaccine against Ebola to start clinical trials next month, stating, 'Since this is an emergency, we can put emergency procedures in place [...] so that we can have a vaccine available by 2015'.

¹ WHO declares Ebola outbreak an international emergency. (2014, August 11). Retrieved November 04, 2017, from https://en.wikinews.org/wiki/WHO_declares_Ebola_outbreak_an_international_emergency

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| Lesson Title: Figurative Language Review (idioms, phrasal verbs, collocations, irony) |
| Practice Activity: PHL3-L133 |

Activity 1

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

Activity 2

1. situational irony
2. dramatic irony
3. verbal irony

Lesson Title: Types of Letters Review – Informal and Formal

Practice Activity: PHL3-L134

Activity 1

Example letter:

12 Main Avenue
Bo.

18th August, 2017

Greeting: Dearest Son,

Opening: Thank you for your letter. It always brings me pleasure to receive mail from you.

Body: I trust what you say about Mark and his suitability for Fiona. I have already called Fiona and spoken to her about it. I have arranged to meet Mark in a week's time. Once I have met him myself I will be in a better position to determine whether or not he is suitable for our dear Fiona. I will try to be open-minded.

Conclusion: I will let you know how the meeting goes. I am optimistic after reading your letter.

Sincerely,
Your mother

Activity 2

Example letter:

District Council Chairman
Moyamba District
Moyamba, Sierra Leone.
15th September, 2017

Maliggy Lajune Foday
District Council Secondary School
Moyamba, Sierra Leone.

Dear Mr Foday,

Response to Your Guest Lecture Inquiry

Introductory paragraph (I am writing to ...): I gladly accept your invitation to lecture on the topic of art history. Art history is a passion of mine and I shall be happy to share it with your class.

Main idea 1, with supporting statements: I remember your class's visit well. Your pupils were lively and keen to learn.

Main idea 2, with supporting statements: I am available in the evenings from 5:00 p.m. to 9:00 p.m. Monday and Wednesday are the best days for me, but I can make arrangements to be there on Tuesday, Thursday or Friday if those days are not suitable for you.

Main idea 3, with supporting statements: I will gladly accept the use of the principal's car. My own vehicle is in the shop at the moment and I will be grateful for the lift.

Closing paragraph: I look forward to seeing you all again.

Yours faithfully,

Unisa Abdullai
District Council Chairman.

Lesson Title: General Vocabulary Review (environment, science and technology, building and construction)

Practice Activity: PHL3-L135

Activity 1

a. habitat b. damage c. species d. parks e. game f. endangered

Activity 2

a. call b. mobile c. dialled d. number e. operator f. credit

Activity 3

a. building b. bulldozers c. levelled d. foundation e. blocks f. mortar

Lesson Title: Parts of Speech Review

Practice Activity: PHL3-L136

Activity 1

1. adverb 2. adjective 3. interjection 4. pronoun 5. preposition 6. adjective
7. pronoun 8. adverb 9. pronoun 10. conjunction 11. pronoun 12. adverb 13. verb
14. noun 15. verb

Activity 2

Example answer:

As I walk toward the school, I get a **sick** feeling in my stomach. It will be my first time there since I **yelled** at the **teacher**. **Oh!** What had I been thinking? However, I am no longer a **silly** child. I have since become a **mature pupil**. On my way there, I meet a friend who walks **beside** me. She shares with me an **amazingly** delicious snack. I have to go to a different **class** than her, **so** I say, 'Goodbye'. Now, that feeling in my stomach is getting **worse**.

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| Lesson Title: Tenses Review |
| Practice Activity: PHL3-L137 |

Activity 1

1. plays / played
2. is / was
3. gives / gave
4. does / did
5. drink / drank
6. dies / died
7. rumbles / rumbled
8. are / were
9. produces / produced
10. solve / solved

Activity 2

1. We have been waiting for you.
2. The bully has been chasing the other pupils.
3. I have been fixing the car.
4. Why has she been standing on the table?
5. What have you been doing?

Activity 3

1. We had not been having any problems since switching to the new system.
2. They had not seen anything to dissuade them from moving forward with the plans.
3. She and Alfred had not been eating meat on Fridays.
4. Sallay had not been expecting any problems with the examination.

Activity 4

Example answers:

1. I have learned about all the present and past tenses.
2. I have already completed three activities.
3. I have completed the activities at home.
4. My family has eaten stew for dinner.
5. It has taken me 20 minutes to complete the activities.

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| Lesson Title: Tenses Review |
| Practice Activity: PHL3-L138 |

Activity 1

1. will have disappeared
2. will have been
3. will have drunk
4. will have failed
5. will have eaten

Activity 2

Example sentences:

1. By 6 p.m. we will have been waiting for you for an hour.
2. The bully will have been chasing the other pupils since morning.
3. I will have been fixing the car for days before it is ready.

Activity 3

1. They will not ever be eating meat on Friday.
2. We will not be preparing anything for our guests.
3. The horses will not be running anywhere.
4. Dele and Ngozi will not be discussing a word of the secret.
5. The police will not be giving any indication of the possible charges at this time.

Activity 4

1. Future perfect – How many times will you have been to Ghana by the time you graduate?

2. Future perfect continuous – How many years will he have been studying French before he visits France?
3. Future continuous – What will she be majoring in at university?
4. Simple future – When will the doctor see me?

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| Lesson Title: General Vocabulary Review (traditional religion, ceremonies, culture and institutions) |
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| Practice Activity: PHL3-L139 |
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Activity 1

- a. rituals b. rite of passage c. ceremonies d. matrimony e. wake f. corpse
g. shroud h. viewing

Activity 2

Example paragraphs:

1. My sister got married in a church, which is traditional in my community. We waited for an auspicious day and then planned the celebration. I was in the bridal party, as were my siblings and parents, which meant I had a seat close to the action after the official vows had been exchanged. The priest blessed their marriage and my sister and brother-in-law exchanged rings as a symbol of their commitment to each other. All of the women in the wedding party wore matching dresses; not only one dress, we changed multiple times throughout the day. We waited quite a while for the wedding feast because there were so many speeches. Overall, it was a rite of passage for my sister that she will never forget.
2. When someone dies, we do several things. First, we turn all the photos in the house around and cover the mirrors. At the wake, which is before the burial, people clap and sing to make sure the corpse is really dead. The next day, we wash the body, place it in a shroud and lay it on a bed for a final viewing. Then we put it in a coffin and take it to the church before going to the cemetery for burial. We mourn for one year.

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| Lesson Title: Punctuation Review |
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| Practice Activity: PHL3-L140 |
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Activity 1

1. Miss Anieke is known for her kindness, generosity and patience; all her pupils love her.
2. You have two options: pass or fail.
3. Basketball – the next big sport in Sierra Leone or a passing fad?
4. The driver slowed while overtaking the lorry, but the proper thing would have been for him to accelerate – a potentially fatal mistake.
5. When was the last time you ate fish: this week or last?
6. ‘That is rubbish and you know it!’ screamed the man. ‘Who told you such nonsense?’
7. The rice was crunchy, full of stones and unpalatable; the greens withered, moldy and inedible; and the chicken tough and dry.
8. Careful – you do not want to have to retake the exam.
9. That would not be wise, would it?
10. The mere mention of his name was enough to send shivers – yes, shivers – down people’s spines.

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