

**Free Quality
School
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Ministry of
Basic and Senior
Secondary
Education

Pupils' handbook for

JSS Language ARTS

JSS
2

Term
3

STRICTLY NOT FOR SALE

FOREWORD

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

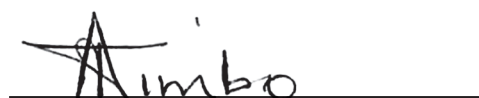
The Teachers' Guides give teachers the support they need to utilize appropriate pedagogical skills to teach; and the Pupils' Handbooks are designed to support self-study by the pupils, and to give them additional opportunities to learn independently.

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

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

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

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

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

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve this DO NOT WRITE IN THE BOOKS.

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Introduction

to the Pupils' Handbook

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

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



Learning Outcomes

Lesson Title: Verb Tenses	Theme: Grammar
Practice Activity: PHL-08-101	Class: JSS 2



Learning Outcomes

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

1. Conjugate verbs in the past continuous tense.
2. Be familiar with the use of helping verbs in the past continuous tense.
3. Conjugate other verbs correctly.

Overview

The simple past tense is used to describe actions that happened in the past.

Examples:

- I **played** with my sister.
- I **ate** my dinner.

Sometimes, you need to describe **actions that were still happening** during a period of time in the past. For this, you use the **past continuous tense**. The table below shows how to form the past continuous tense.

Type of Sentence	Method	Example
Positive Sentences	subject + was or were + verb + 'ing' + other verb/time	I was playing when you came.
Negative Sentences	subject + was or were + not + verb + 'ing' + other verb/time	I was not playing last night.
Questions	Was/were + subject + verb + 'ing' + other verb/time + ?	Was I playing when you came?

We use the past continuous tense to talk about what was happening at a time in the past. We also use the past continuous tense to talk about what was happening when another action happened. Notice how the example sentences in the table have a long action (was playing) and a short action or time (came, last night).

Practice

Activity 1

Identify the verbs in the past continuous tense in the following sentences.

Example: Idrissa **was crying** after she read her exam scores.

1. The man was standing at the bus stop when I reached there.
2. The children were screaming when the teacher entered the classroom.
3. Foday was writing a letter to his grandmother last night.
4. My cousins were driving to my house when you called me.
5. My mother was explaining the story to me this morning.

Activity 2

Fill in the blanks with the past continuous tense of the verb in brackets. Do not forget to use the correct helping verb (was/were).

Example:

I _____ in my house when you reached. (to sit)

Answer: I **was sitting** in my house when you reached.

1. You _____ to the teacher when I saw you. (to speak)
2. Aminata _____ her shoelaces when the race began. (to tie)
3. The two boys _____ from their friends during the game of hide and seek. (to hide)
4. My grandmother _____ at this time yesterday evening. (to pray)
5. The men _____ their bicycles when the water ran out. (to wash)

Activity 3

Rewrite the following sentences using the past continuous tense.

Example:

I **am eating** my breakfast.

Answer: I **was eating** my breakfast when you called this morning.

1. I am listening to music on the radio.
2. The pupils read that chapter in the lesson yesterday.
3. We are practising our play in the hall.
4. The children walked in a straight line towards the playground this morning.
5. Kadie fell from her bed when I entered the room.

Activity 4

Rewrite the sentences from **Activity 1** as negative sentences using the past continuous verb tense.

Example:

Idrissa was crying after she read her exam scores.

Answer: Idrissa **was not crying** after she read her exam scores.

1. The man was standing at the bus stop when I reached there.
2. The children were screaming when the teacher entered the classroom.
3. Foday was writing a letter to his grandmother last night.
4. My cousins were driving to my house when you called me.
5. My mother was explaining the story to me this morning.

Activity 5

Rewrite the following sentences as questions using the past continuous verb tense.

Example:

You were studying last night.

Answer: **Were you studying** last night?

1. She was getting along well with her sister last year.
2. The thieves were escaping the house when the police came.
3. Emivia was cutting the grass when the cow ran away.
4. You were making my favourite dish yesterday.
5. The plants were growing quickly because of the sunlight.

Lesson Title: Verb Tenses (Continuation)	Theme: Grammar
Practice Activity: PHL-08-102	Class: JSS 2



Learning Outcomes

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

1. Conjugate verbs in the past perfect tense.
2. Be familiar with the use of helping verbs in the past perfect tense.
3. Conjugate other verbs.

Overview

The **past perfect tense** is used to describe actions that finished happening in the past before another action or event happened.

Example:

- First action: I **had finished** my meal...
- Second action: ...when mother **reached** home.

In the example, first I finished the meal and then mother reached home.

The present perfect tense is formed by the helping verb 'had' and the past participle of the main verb. To form the past participle of most regular verbs, just add 'ed' after the verb.

- Examples: play – played; finish – finished; jump – jumped.

To form the past participle of irregular verbs, you will have to change the spelling of the verb.

- Examples: begin – begun; speak – spoken; drive – drove; eat – ate; read – read.

The table below shows you how to form sentences in the past perfect tense.

Type of Sentence	Method	Example
Positive Sentences	subject + had + past participle of verb + other verb/time in the past	I had finished my homework before you reached my house.
Negative Sentences	subject + had + not + past participle of verb + other verb/time in the past	I had not finished my homework before you reached my house.
Questions	had + subject + past participle of verb + 'ing' + other verb/time in the past + ?	Had I finished my homework before you reached my house?

Practice

Activity 1

Identify the verbs in the past perfect tense in the following sentences.

1. Hajah had found her book when you asked her about it.
2. Kemoh had eaten his lunch when his father reached home.

3. I had not filled the cycle tyres with air when you came.
4. When I left your house, had you watered the plants?
5. Had you asked the teacher about the question before she left the classroom?

Activity 2

Fill in the blanks with the past perfect form of the verb given in brackets. Remember to add the helping verb 'had' before the verb.

Example:

I _____ my house before you reached yours. (to reach)

Answer: I **had reached** in my house when you left school.

1. The tiger _____ the deer when the hunters reached. (to kill)
2. I already _____ the ingredients of the dish before I put them in the oven. (to mix)
3. We _____ our song recital when the principal came. (to begin)
4. We _____ supper when father reached home. (to finish)
5. We _____ the shop when the customers came. (to close)

Activity 3

Rewrite the following sentences as negative sentences using the past perfect verb tense.

Example:

I **had closed** the door when the rain started.

Answer: I **had not closed** the door when the rain started.

1. The monkey **had climbed** the wall when we went to chase it away.
2. The fisherman **had caught** some fish when we reached the riverbank.
3. The dish **had burnt** by the time I ran to the kitchen.
4. Mustapha **had left** the building before the fire started.
5. By the time your letter reached her, she **had moved** to another house.
6. When you called on the telephone, she **had gone** to bed.

Activity 4

Rewrite the following sentences as questions using the past perfect verb tense.

Example:

When the teacher came, the pupils had left.

Answer: When the teacher came, had the pupils left?/Had the pupils left when the teacher came?

1. They **had celebrated** her birthday when John reached the party.
2. When the gardener looked at the tree, the birds **had flown** away.
3. Mahmadu **had bought** the vegetables when the market closed.
4. The pupil **had written** all of her answers when the examination ended.
5. The flower **had bloomed** when spring started.

Lesson Title: Comprehension	Theme: Reading
Practice Activity: PHL-08-103	Class: JSS 2



Learning Outcomes

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

1. Identify new words in a comprehension passage.
2. Read and discuss a longer comprehension passage.

Overview

There are different types of unseen passages. In some, writers give their opinions while in others, they give new information. In both cases, you should try to identify the main idea of the whole passage and the main idea in each paragraph as well. This will help you to understand the passage clearly. It will also help you in discussing the passage with other people.

Practice

Activity 1

Read the following passage and answer the comprehension questions.

Why Sport?

Sport is an amazing thing. Yet there are some people in the world who really do not like it, some who even loathe it. How is this possible? How can anybody hate something that is so productive and useful for the human body?

So why is sport such a good thing? Well, it keeps you physically fit and also makes you happy. Playing a sport releases some juices and chemicals in the brain. These juices are called 'endorphins'. Endorphins are responsible for making you feel happy and active after you exercise. You also feel happy because of all the oxygen that physical activity sends to your brain. Sport expands your lungs and gives your heart lots of exercise too.

Moreover, sport teaches you how to make and maintain relationships with other people.

Through teamwork, you learn to support others and work towards a common goal. This helps to improve your communication skills as well because you learn how to talk to others properly. You also realise that winning is not everything. Instead, the most important thing is to try your best and to be a good team player. That attitude is useful for life in general.

In conclusion, we can say that sport makes you fit and healthy, and gives you a good attitude towards others. There seems to be no reason not to like sport. Except for one perhaps, the fans. Football fans can be very badly behaved, noisy and rude. Maybe that is why some people do not like sport. The fans!

Comprehension questions

1. What question does the writer bring up in the first paragraph?
2. Do you think the writer likes or hates sport? Identify any two sentences from the passage to support your answer.
3. What are endorphins? What do they do?
4. How do sports improve communication skills?
5. According to the writer, why are sport fans not nice?
6. Which of the following verb tenses is the passage mostly written in?
 - a. present continuous tense
 - b. simple past tense
 - c. simple present tense

Activity 2

Find synonyms for the words and phrases below in the passage. Remember that a synonym is a word that has a similar meaning.

1. wonderful
2. hate
3. productive
4. the cause/the reason behind
5. makes bigger in size
6. aim

Activity 3

Read the following sentences from the passage and identify the adjectives in each.

1. Sport is an amazing thing.
2. Through teamwork, you learn to support others and work toward a common goal.
3. Football fans can be very badly behaved, noisy and rude.
4. Instead, the most important thing is to try your best and to be a good team player.

Lesson Title: Comprehension	Theme: Reading
Practice Activity: PHL-08-104	Class: JSS 2



Learning Outcomes

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

1. Identify new words in a comprehension passage.
2. Read and discuss a longer comprehension passage.
3. Infer the meaning of a phrase.

Overview

When you read such stories, think about the characters and their relationship with one another. It helps to think about what you would do if you were in the character's position. When you understand the emotions and feelings of characters, you can also understand their actions better. Understanding characters can also help you understand the meaning of new words that you may come across.

Example: if you know that Amina is a sad character, then you will better understand the meaning of the sentence, 'Amina walked around with a gloomy attitude all day.' You can use your knowledge of her character to infer the meaning of the word 'gloomy' (sad).

Practice

Activity 1

Read the following passage and answer the comprehension questions.

Grandfather

Sao was five and Tamba was six and they loved their granddad. They also loved digging holes in the ground. Like all small boys they liked to look for treasure, for gold or silver buried in the earth. The only problem they had was that there was never any treasure, nothing at all. Until one day...

It was a hot Sunday morning and the boys wanted to dig in the field next to their house. So they got up early to work before the day became too hot. They took their spades outside and started to dig. After working under the heat of the sun for about an hour, they found nothing, no treasure. After two more hours, still nothing. Granddad came to see his beloved boys. He saw them digging, smiled and went away. The boys stopped for lunch and went into their house to get some food and drink. Their hole was left empty and open outside.

They returned and started digging again in the afternoon. Still no treasure.

Suddenly, their spade hit something metal, then something else metal. Cling! cling! they heard as they hit their spades again in excitement. They dug faster and faster, deeper and deeper.

Could it be treasure? The boys became so enthusiastic that they got down on their knees and started digging with their hands. Coins started finding their way into their hands, lots of coins!

They collected all the coins and put them into a bucket to carry them home. 'Mumma! Father! Grandpa! Look what we found!' they shrieked with excitement. They proudly showed their parents and their brothers all their treasure. They were so happy. Granddad was happy too. He stood outside by the hole, smiling. His pockets were empty but his heart was full. He had put all his money inside the hole.

Comprehension questions

1. Which activity did Sao and Tampa like doing the most?
2. Why did the boys wake up early on Sunday?
3. Read the second paragraph. Why do you think grandpa smiled?
4. What was the metal sound the boys were hearing?
5. What is the meaning of 'his pockets were empty but his heart was full'?
6. Why did grandpa put the coins in the hole?
 - a. to make the boys stop digging
 - b. to make the boys happy
 - c. to show the boys the value of money

Activity 2

Given below are some words from the passage. Write an antonym for each of them. Remember, an antonym is a word with the opposite meaning.

1. loved
2. never
3. hot
4. empty
5. outside
6. happy
7. found
8. smiling

Lesson Title: Comprehension (Continuation)	Theme: Reading
Practice Activity: PHL-08-105	Class: JSS 2



Learning Outcomes

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

1. Read and discuss a comprehension passage.
2. Identify new words from a comprehension passage.
3. Infer the meaning of new words.

Overview

When you come across new words in a text, you can use contextual clues, or the way they have been used in a sentence, to determine their meaning. You can also look up the meaning of a new word in a dictionary. One of the best ways to improve your vocabulary is to practise using new words so that they become a part of your vocabulary. That is why it is important to practise making sentences with new words you learn.

Practice

Activity 1

Read the following passage and answer the comprehension questions.

Three Voices

Zinab:

I really love school. I like the idea of learning new things every day and am eager to find out more about the world. My favourite subject is Science, but I like English and History too. I hope studying at school will mean I get a good career so I can help my family financially. I know that school is the best place for me at the moment, and I will stay here as long as I can.

Musa:

School is a problem for me. There is nothing wrong with school, but the problem is that I feel guilty about not helping my father and brothers on our farm. I work on the farm at weekends and after school, but I want to work there full time. I love our farm and I want to help the farm earn more money. My father and brothers say it is important for me to get an education, but I will leave school as soon as I can. I am happy for all the work my teachers do as they do their very best for me. I don't think I am a very good pupil, and I apologise to the teachers for that.

Fatmata:

I am an enthusiastic pupil and I enjoy school. I find some subjects really hard, especially Mathematics, but I need to get a good education because I want to be a doctor and help sick people have better lives. I know that in order to go to medical school in Freetown I will need better grades in Mathematics and Science. So, I do lots of extra homework and I ask my older sister to help me with the Mathematics.

Comprehension questions

1. Give two reasons why Zinab likes going to school.
2. What does Zinab want in her future?
3. What does Musa like more? The school or the farm?
4. Why does Musa apologise to his teachers?
5. How does Musa feel about his teachers?
6. If you were Musa's friend, what would you tell him to make him like school more?
7. What does Fatmata want in her future?
8. Which of these three pupils do you think is most likely to leave school early? Why?

Activity 2

Find synonyms in the passage for the words or phrases below. Remember, synonyms are words with similar meanings.

1. job
2. related to money
3. feeling bad for doing something wrong
4. difficult
5. marks

Activity 3

Write a sentence for each of the following words from the passage.

1. eager
2. earn
3. enthusiastic
4. apologises
5. career

Lesson Title: Composition (Descriptive and Narrative)	Theme: Writing
Practice Activity: PHL-08-106	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to name the features and techniques involved in writing a narrative and descriptive composition.

Overview

Narrative compositions are stories, accounts or reports of events and experiences, which can be true or imaginary. **Descriptive compositions** describe something and involve some or all of the five senses – sight, sound, touch, smell and taste.

The table below compares narrative and descriptive compositions.

Narrative	Descriptive
It is a story that reports what happened.	It describes a person, an object or a place.
It is often written in the 1 st person: 'I', 'we'.	It is often written in the 3 rd person: 'he', 'she', 'it', 'they'.
It may have dialogues and conversations in it.	It creates pictures in the mind of the reader.
It can be fiction (imaginary) or non-fiction (real, true).	It involves one or more of the five senses – sight, sound, smell, taste and touch.
It usually has characters and action.	It does not focus on action.
It is mostly written in the sequence of when things happen.	The sequence of when things happen is not always important.

Practice

Activity 1

Identify whether the following statements about narrative and descriptive compositions are true or false.

1. Narrative compositions are always imaginary.
2. Characters are important in narrative compositions.
3. Narrative compositions are more like stories than descriptive compositions are.
4. Descriptive compositions help the reader imagine something in their minds.
5. Descriptive compositions always describe stories about people.
6. Descriptive writing depends a lot on the five senses.
7. Characters are important in descriptive compositions.
8. Using adjectives to describe things is important in descriptive compositions.
9. It is not important to focus on characters' feelings in narrative compositions.

Activity 2

Identify whether the following passages are from narrative or descriptive compositions.

1. The tree had been decorated with many things. There were little toys and figurines hung on it. There were lights with little colourful bulbs. Some people had written little notes on pink-coloured paper and stuck them on the leaves. With the beautiful music in the background, it felt like a festival.
2. Maliki had never gone to the hills before. But he was excited about his first time. He had always thought about how he would love to climb to the top of a mountain and then run down very fast. Now there he was, at the base of Mount Kilimanjaro, ready to start his first mountain trek.
3. As I listened to my grandmother's stories about her childhood, I realised how much she missed her village and her family. Unfortunately, all her brothers and sisters had now either died or lived far away. I suddenly felt bad for my grandmother because I realised how much sadness lay behind her smiling face. I decided to spend more time with her from that day on.
4. Everything in my grandmother's house makes you feel like you live in the 1960s. The colours of the walls, the black and white photographs, the old records playing on the equally old and dusty gramophone. Even the plants in my grandmother's house look like they are fifty years old. If you look at my grandmother's clothes, you would think she never bought any clothes after 1969.

Lesson Title: Composition	Theme: Writing
Practice Activity: PHL-08-107	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to write a narrative composition based on a title.

Overview

Narrative compositions are stories, accounts or reports of events and experiences that can be true or imaginary. They are usually written in the first person, using 'I'. They also use characters and conversations (dialogues). Mostly, the events in a narrative composition are written in the sequence in which they happened.

To write a good narrative composition:

- Put the events in the order that they happened.
- Think about and plan paragraphs.
- Be clear in writing what happened and who said what.
- Use 'I', not 'you' or 'he/she'.
- Make descriptions of events interesting for the readers.

Practice

Activity 1

Use the following outline to organise the main ideas for your narrative composition on the topic, 'My First Day at Junior Secondary School'.

<u>Title</u>
Introductory paragraph: <ul style="list-style-type: none"> • How old were you? • How did you feel when you woke up?
Body: <ul style="list-style-type: none"> • How did you feel when you arrived at school? • What did you do at school? Who did you meet? • What was your new class like? What was your new teacher like? What were the lessons like? • What happened as the day continued? What were the events and in what order? • What was the best or worst part of the day?
Concluding paragraph: <ul style="list-style-type: none"> • How do you feel about that day now?

Activity 2

Use the main ideas from your outline to write an interesting narrative composition on the topic in 200–250 words.

After you have finished writing, check your composition to make sure that you have included the following:

- an interesting title for readers
- an introductory paragraph
- a body that describes the events in a sequence
- interesting and exciting details of your story
- a concluding paragraph
- correct spelling and grammar

Lesson Title: Composition (Continuation)	Theme: Writing
Practice Activity: PHL-08-108	Class: JSS 2



Learning Outcomes

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

1. Write a descriptive composition that is based on a specific topic.
2. Distinguish between a narrative and a descriptive composition.

Overview

A **descriptive essay** is a way of writing that describes something and involves some or all of the five senses – sight, sound, touch, taste and smell. The writing paints a picture in the reader’s mind. A descriptive composition does not just tell the reader something; it shows them.

To write a good descriptive composition, use useful adjectives and adverbs.

Example:

- My cat has **long** whiskers and a **black**, bushy tail that is **always curled**.
- My classroom has **green** walls with all the pupils’ **colourful** artwork hanging near the **large** doors and windows.

Practice

Activity 1

Use the following outline to organise the main ideas for a descriptive composition about the geography of your town or village (what it looks like).

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

Activity 2

Use the main ideas from your outline to write a descriptive composition on the topic in 200–250 words.

After you have finished writing, check your composition to make sure that you have included the following:

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

Lesson Title: Poetry	Theme: Reading and Speaking
Practice Activity: PHL-08-109	Class: JSS 2



Learning Outcomes

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

1. Recall and re-read a selected poem.
2. Read aloud with fluency and correct pronunciation.
3. Identify rhyme in a poem.

Overview

Poems are fun to read aloud. But they must be read aloud clearly and with expression so that they are interesting for the listener. It is important to pause at the right places and increase or decrease your reading speed and volume according to the mood. For example, you would read a sad poem slowly in a quieter voice. For a happy poem, you would read aloud with a smile on your face and a cheerful tone.

Many poems have **rhyming words** at the end of lines. This makes the sound of poems more interesting and fun. Rhyming words are words that end with the same consonant-vowel sounds. Examples: pin, sin, chin; time, lime, dime

Practice

Activity 1

Practise reading the following poem aloud. You can use different voices for the different characters of the poem to make your reading more fun.

The Owl and the Pussycat¹

By Edward Lear

The Owl and the Pussy-cat went to sea
 In a beautiful pea-green boat,
 They took some honey, and plenty of money,
 Wrapped up in a five-pound note.
 The Owl looked up to the stars above,
 And sang to a small guitar,
 'O lovely Pussy! O Pussy, my love,
 What a beautiful Pussy you are,
 You are,
 You are!
 What a beautiful Pussy you are!'

Pussy said to the Owl, 'You elegant fowl!
 How charmingly sweet you sing!
 O let us be married! Too long we have tarried:
 But what shall we do for a ring?'

They sailed away, for a year and a day,
To the land where the Bong-Tree grows
And there in a wood a Piggy-wig stood
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.

'Dear Pig, are you willing to sell for one shilling
Your ring?' Said the Piggy, 'I will.'
So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.

Activity 2

Answer the comprehension questions about the poem.

1. What did the owl and the pussycat take with them on the boat?
2. Based on the second stanza, what does the pussycat like about the owl?
3. Why did they go to meet Piggy-wig? Which animal is piggy-wig?
4. How did the owl and the pussycat celebrate?
5. Who helped the owl and the pussycat get married? How?

Activity 3

Identify rhyming words in the poem for each of the following words:

1. married
2. day
3. wood
4. hill
5. mince
6. spoon
7. hand

Activity 4

Identify two rhyming words for the following words. These words should not be in the poem.

1. day
2. wood
3. hill
4. hand

Lesson Title: Poetry (Continuation)	Theme: Reading
Practice Activity: PHL-08-110	Class: JSS 2



Learning Outcomes

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

1. Revise the learned poem and identify literary devices.
2. Use the identified literary devices to write a poem.

Overview

Literary devices are used in poems to make them more interesting and to help readers use their imagination. Some common literary devices are:

- **Simile:** Comparing different things using words such as ‘as’ and ‘like’
Example: He is as fat as a pig.
- **Metaphor:** Comparing things with each other without using ‘as’ and ‘like’
Example: He is a pig.
- **Personification:** Giving human characteristics to animals and things
Example: The wind howled in the night.
- **Alliteration:** Starting many words in a sentence with the same sound
Example: Brima bought black boots.

When you write a poem, try to use one or more of these literary devices. Also try to use rhyming words, which make poems sound better and more rhythmic.

Practice

Activity 1

Read the poem, *The Owl and the Pussycat* aloud. Pause where there are full stops, commas and semi-commas.

The Owl and the Pussycat¹

By Edward Lear

The Owl and the Pussy-cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,
‘O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!’

Pussy said to the Owl, 'You elegant fowl!
How charmingly sweet you sing!
O let us be married! Too long we have tarried:
But what shall we do for a ring?'
They sailed away, for a year and a day,
To the land where the Bong-Tree grows
And there in a wood a Piggy-wig stood
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.

'Dear Pig, are you willing to sell for one shilling
Your ring?' Said the Piggy, 'I will.'
So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.

Activity 2

The poem has a lot of personification. Identify at least two examples of personification in the poem.

Activity 3

Write a poem about nature (such as trees, forests and rivers) using personification. Try and use rhyming words. You can also try using other literary devices.

Lesson Title: Verb Tenses	Theme: Grammar
Practice Activity: PHL-08-111	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to recall and use the three forms of the present tense in sentences (simple present, present continuous and present perfect tense).

Overview

The present tense is used to describe actions that happen in the present. There are three verb tenses in the present tense. The table below explains the three tenses and gives examples.

Verb Tense	How it is Formed	When We Use it	Examples
Simple present tense	Subject + verb (add 's' at the end for he/she/it)	To describe facts and things that happen usually, like routines and habits.	<ul style="list-style-type: none"> • He likes mangoes. • They walk in the evenings.
Present continuous tense	Subject + is/are + verb + 'ing'	To describe actions happening now.	<ul style="list-style-type: none"> • He is eating mangoes. • They are walking together.
Present perfect tense	Subject + has/have + past participle of verb	To describe actions that started in the past and continue to the present or that happened at an unspecified time in the past.	<ul style="list-style-type: none"> • He has eaten the mangoes. • They have finished their walk.

Practice

Activity 1

Identify the verb tense in bold in the following sentences.

Example: The boy **has climbed** the tree before. (present perfect tense)

1. Momodu **is swinging** on the swing.
2. My daughters **are reading** their favourite books.
3. This painter **paints** all houses in this neighbourhood.
4. The flowers **have bloomed** well this spring.
5. Roses **smell** the best of all flowers.

Activity 2

Fill in the blanks with the verb and tense in brackets.

Example: I _____ in my chair. (sit – present continuous)

Answer: I **am sitting** in my chair.

1. The teacher _____ to school every day. (come – simple present)
2. My father _____ water in our glasses when we eat dinner. (pour – simple present)
3. Your brother _____ for you. (look – present continuous)
4. The naughty girls _____ the pages from the book. (tear – present continuous)
5. The pupil _____ the question correctly. (answer – present perfect)
6. My sisters _____ me the gift they bought for you. (show – present perfect)

Activity 3

Rewrite the following sentences using the verb tense in brackets.

Example: I am eating my breakfast. (simple present)

Answer: I **eat** my breakfast.

1. I whisper to my sister. (present continuous)
2. They have brought their daughter with them. (simple present)
3. The moon rises. (present perfect)
4. The woodcutter is cutting the tree. (present perfect)
5. The teacher is handing out the papers. (simple present)
6. The children have broken our window. (present continuous)

Lesson Title: Verb Tenses (Continuation)	Theme: Grammar
Practice Activity: PHL-08-112	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to recall and use the three forms of the past tense in sentences (simple past, past continuous and past perfect tenses).

Overview

The past tense is used to describe actions that happened at a certain period of time in the past. There are three verb tenses in the past tense:

Verb Tense	How it is Formed	When We Use it	Examples
Simple past tense	Subject + verb + 'ed' (and many irregular verbs you need to know)	To describe a completed actions in the past.	<ul style="list-style-type: none"> • He ate mangoes. • They walked in the evenings.
Past continuous tense	Subject + was/were + verb + 'ing'	To describe an action that was in progress in the past and interrupted by a shorter action.	<ul style="list-style-type: none"> • He was eating mangoes when I met him. • They were walking together when we saw them.
Past perfect tense	Subject + had + past participle of verb	To describe actions that happened in the past before another action.	<ul style="list-style-type: none"> • He had eaten all the mangoes when I reached his house. • They had finished their walk when I saw them.

Practice

Activity 1

Identify the verb tense in bold in the following sentences.

1. My mother **had prepared** my lunch before I left for school.
2. Mustapha **was selling** his things at the market yesterday.
3. The ticket inspector **had checked** our tickets before we entered the train.
4. The bus **arrived** at 11am.
5. The shepherd **was whistling** to his sheep when they ran away.
6. Sampa **soaked** her clothes in water.

Activity 2

Fill in the blanks with the verb and tense in the brackets.

Example: I _____ in my chair. (sit – past continuous)

Answer: I **was sitting** in my chair.

1. The dancer _____ her legs. (stretch – past continuous)
2. My son _____ water on the table. (spill – simple past)
3. The police _____ the robber in jail that night. (put – past continuous)
4. I _____ tomatoes in my garden. (grow – simple past)
5. The mice _____ away before the cat came. (run – past perfect)
6. We _____ a coin before we made that decision. (flipped – past perfect)

Activity 3

Rewrite the following sentences using the verb tense in brackets.

Example: I **was cooking** my breakfast. (simple past)

Answer: I **cooked** my breakfast.

1. I **watched** the film. (past continuous)
2. They **had left** their bag behind when they drove off. (simple past)
3. The glass **shattered** into many pieces. (past perfect)
4. My sister **was lying** to me when I asked her about her marks. (past perfect)
5. The farmer **was buying** new seeds this summer. (simple past)
6. Brima **drank** water. (past continuous)

Lesson Title: Verb Tenses (Continuation)	Theme: Grammar
Practice Activity: PHL-08-113	Class: JSS 2



Learning Outcomes

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

1. Identify verbs in the future perfect tense.
2. Conjugate verbs in the future perfect tense.

Overview

The future tense is used to describe actions that will happen in the future. The **future perfect verb tense** is used to describe actions that will be complete at a certain time in the future. Sentences with this verb tense usually have an expression of time in them.

The future perfect tense is formed by subject + will + have + past participle of a verb. The table below shows how to form the future perfect tense and gives examples.

	Positive Sentence	Negative Sentence	Question
How it is formed	subject + will have + past participle of verb	subject + will not have + past participle of verb	will + subject + have + past participle of verb + ?
Example sentences	I will have reached home by 2pm this afternoon.	I will not have reached home by 2pm this afternoon.	Will I have reached home by 2pm this afternoon?
	By the end of this film, I will have finished my supper.	By the end of this film, I will not have finished my supper.	By the end of this film, will I have finished my supper?

Practice

Activity 1

Fill in the blanks with the future perfect tense of the verbs given in brackets.

Example: I _____ my book by the end of the day. (read)

Answer: I **will have read** my book by the end of the day.

1. The sun _____ by 6:30am tomorrow morning. (rise)
2. The eggs _____ by this time next week. (hatch)
3. By the end of the lesson, the teacher _____ the pupils about the homework. (tell)
4. By the time you try to make them quiet, the children _____ at the funny film. (laugh)
5. I _____ your gold chain by the time you reach home. (find)

Activity 2

Rewrite the following sentences in the future perfect tense as negative sentences.

1. The musician **will have started** his performance by the time you arrive.
2. I **will have solved** your problem by the time you reach my house tomorrow.
3. The **train will have left** before you reach the station.
4. The family **will have surprised** the birthday girl before we get there.
5. The other boy **will have finished** the race half an hour before I do.

Activity 3

Rewrite the following sentences as questions in the future perfect tense.

Example: I **will have cooked** my breakfast before my mother wakes up.

Answer: **Will I have cooked** breakfast before my mother wakes up?

1. The machine **will have stopped** working by the time the repairman comes.
2. The bus **will have departed** before you reach the bus station.
3. The weather **will have changed** by this time next week.
4. In the next fifteen minutes, all this ice **will have melted**.
5. By the end of the year, I **will have learned** how to solve fractions in Math.

Lesson Title: Composition	Theme: Writing
Practice Activity: PHL-08-114	Class: JSS 2



Learning Outcomes

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

1. Recognize and use the formal features of an article.
2. Write a draft article for a school magazine.

Overview

An article for publication in a newspaper or a magazine gives people information about what is happening in their community, country or the world. Some articles express opinions while other articles only share information. Articles are written in formal language.

Articles:

- can have opinions as well as facts
- can give information, suggestions or advice
- use quotes, facts and statistics to support main ideas
- need to use clear, concise language
- usually use short sentences
- need a strong title to get the attention of the reader

Like many other texts you write, articles also need to have a clear introduction, a body and a conclusion. When you write any article, you must know who the readers or audience of your article are. Then you can write content that is interesting or useful for them.

Practice

Activity 1

Use the following outline to organise your main ideas for an article for your school magazine. The topic of the article is: Why is it important to be on time?

<u>Attention-grabbing Title</u>
Introductory paragraph: <ul style="list-style-type: none"> • What is the article mostly about? • Which main things will be explained in the article?
Body: <ul style="list-style-type: none"> • Paragraph 1 ideas: Examples, quotes, facts • Paragraph 2 ideas: Examples, quotes, facts • Paragraph 3 ideas: Examples, quotes, facts
Concluding paragraph: <ul style="list-style-type: none"> • Summary of the main ideas • Suggestions/ improvements
Your name
Your class/designation

Activity 2

Use the main ideas from the outline to write your article in about 200 words.

After you have finished writing, check your article to see if you have included the following:

- an interesting or attention-grabbing title
- an introductory paragraph that explains what you are writing about
- a body with well-organised and connected paragraphs
- some quotes, examples, facts or figures
- a concluding paragraph that summarises the main ideas
- any suggestions
- your name and designation

Lesson Title: Composition (Continuation)	Theme: Writing
Practice Activity: PHL-08-115	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to write a short article about a social issue for the local newspaper.

Overview

As a citizen of any city or country, you will face some social issues. Examples of common social issues are: pollution, environmental damage, drug abuse, crime, lack of education and poverty. If you have suggestions or information about a social issue, you can write an article for your local newspaper. Remember that:

- Articles should be written using formal language.
- They should have some quotes or examples.
- They should be easy to understand and have short sentences.

Practice

Activity 1

Use the following outline to organise your main ideas for an article for publication in the local newspaper. The topic of the article is: Increasing pupil absenteeism in schools.

<u>Attention-grabbing Title</u>
Introductory paragraph: <ul style="list-style-type: none"> • What is the article mostly about? • Which main things will be explained in the article?
Body: <ul style="list-style-type: none"> • Paragraph 1 ideas: Examples, quotes, facts • Paragraph 2 ideas: Examples, quotes, facts • Paragraph 3 ideas: Examples, quotes, facts
Concluding paragraph: <ul style="list-style-type: none"> • Summary of the main ideas • Suggestions/ improvements
Your name
Your designation/school name

Activity 2

Use the main ideas from the outline to write your article in about 200 words on the topic, 'Increasing pupil absenteeism in schools'.

After you have finished writing, check your article to make sure you have included the following:

- an interesting or attention-grabbing title
- an introductory paragraph that explains what you are writing about
- a body with well-organised and connected paragraphs
- some quotes, examples, facts or figures
- a concluding paragraph that summarises the main ideas
- any suggestions
- your name and designation

Lesson Title: Comprehension: Prose	Theme: Reading
Practice Activity: PHL-08-116	Class: JSS 2



Learning Outcomes

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

1. Infer the meaning of new words from reading a selected text.
2. Read and discuss the main ideas from the selected text.

Overview

A **novel** is a book containing one long story. It is usually fiction and has characters and a plot. When you read an excerpt or only a part of a novel, it helps to know a little bit about the author and the main plot of the story.

Chimamanda Ngozi Adichie is a Nigerian author who has written many novels and short stories and won some awards. One of her books is called *Half of a Yellow Sun*.

Practice

Activity 1

Read the following summary of the novel and answer the comprehension questions.

Summary of *Half of a Yellow Sun*

Half of a Yellow Sun is a beautiful and, at times, poignant novel by the famous Nigerian author Chimamanda Ngozi Adichie. It is centred around an important moment in modern Nigerian history. It tells the story of a place in Nigeria called Biafra that tried to become independent from Nigeria in the 1960s. The Biafran War lasted for two and a half years, from 1967 to 1970, and many people died.

There are five strong characters in the novel. Ugwu is a thirteen-year-old boy who works in the house of Odenigbo. Odenigbo is, a university professor with strong political views, who loves Olanna. Olanna, the beautiful daughter of a wealthy family, leaves her life in the metropolis of Lagos to live in the small town with Odenigbo. And then there is Richard, a shy, young Englishman who loves Olanna's twin sister, Kainene.

The main theme of the novel is how politics and wars can be full of hope, promise, suffering and disappointment. It looks at loyalty and betrayal, and war and violence. The book uses the everyday lives of ordinary people to show us the tragedy of war.

Quotes from the book:

- 'For a brief irrational moment, she wished she could walk away from him. Then she wished, more rationally, that she could love him without needing him. Need gave him power without his trying; need was the choicelessness she often felt around him.' (Olanna)
- 'He was not living his life; life was living him.' (Richard)

Comprehension questions

1. What was the Biafran War?
2. What is the first paragraph of the passage about? Why do you think the writer includes it?
3. What is the second paragraph of the passage about?
4. What is the writer of the summary trying to tell the readers in the third paragraph?
5. Based on Olanna's quote, what problem does she face?

Activity 2

Given below are some words. Find their synonyms in the passage or the quotes. Remember, synonyms are words with a similar meaning.

1. popular
2. focused on
3. rich
4. common
5. short

Activity 3

Write a sentence of your own for each of the following words.

1. independent
2. loyal
3. shy
4. suffer
5. disappoint

Lesson Title: Comprehension: Prose (Continuation)	Theme: Reading
Practice Activity: PHL-08-117	Class: JSS 2



Learning Outcomes

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

1. Identify new words from reading a summary of the selected text.
2. Read and discuss the main ideas from the summary.

Overview

A **chapter** is a small part of a novel or a book. It is usually like a mini story in itself. Many a time, you may not be able to read full novels, but will come across only chapters from books. From these chapters, you can get an idea about the main theme and characters of the book.

The summary below is about the novel, *Things Fall Apart*. The author is a Nigerian writer called Chinua Achebe. *Things Fall Apart* was his first novel. It was published in 1958.

Practice

Activity 1

Read the following summary of the novel and answer the comprehension questions.

Summary of *Things Fall Apart*

Things Fall Apart is two stories in one book. They are both about Okonkwo, a powerful man from a village in Nigeria. The first story looks at how Okonkwo loses his place in the tribe he was born into. It is a powerful story about the battle between man and society.

The second story examines how Okonkwo's world and culture collapse when European missionaries arrive. Okonkwo is a very complicated man, with very little patience and too much ambition, but we feel sorry for him as his culture is lost to foreign arrivals.

The book also shows the traditional culture in Nigeria; how close people in tribes are and the politics of the tribes. The author includes traditional folktales in the book, which help bring the story to life.

Comprehension questions

1. What does the first passage of this summary explain?
2. What is the meaning of 'loses his place'?
3. What do you think the writer means by 'the battle between man and society'?
4. What is Okonkwo's personality like?
5. Why is the arrival of the foreigners a problem for Okonkwo?
6. What is the meaning of 'which help bring the story to life'?

Activity 2

Identify synonyms for the following words in the passage. Remember, synonyms are words with a similar meaning.

1. influential
2. fight/war
3. looks in depth
4. fall/get destroyed
5. related to other countries

Activity 3

Write a sentence for each of the following words.

1. patience
2. culture
3. society
4. ambition
5. collapse

Lesson Title: Question Tags	Theme: Grammar
Practice Activity: PHL-08-118	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify question tags and helping verbs.

Overview

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

Examples:

- You are eating the banana, **aren't you?**
- You were not in school yesterday, **were you?**

Helping verbs can help you understand how to use question tags correctly. Some helping verbs are shown in the table below.

Helping Verbs	Short Forms (Contractions)
Is	—
is not	isn't
Are	—
are not	aren't
Was	—
was not	wasn't
Were	—
were not	weren't
Will	—
will not	won't

Remember the basic rules about using question tags:

- Positive sentences use negative question tags.
Example: You are a good pupil, **aren't you?**
- Negative sentences use positive question tags.
Example: You did not break the window, **did you?**

Practice

Activity 1

Identify whether the following have positive or negative question tags.

1. Idrissa was crying, wasn't she?
2. You climbed up that wall, didn't you?
3. Hamad isn't five feet tall, is he?
4. These books aren't yours, are they?
5. The man won the Olympic race, didn't he?

Activity 2

Add question tags to complete the following positive sentences.

1. They ate up all the rice, _____?
2. This table is made up of wood, _____?
3. He will go to school tomorrow, _____?
4. You can mend a stitch in a cloth, _____?
5. Momoh lost his grandmother this year, _____?

Activity 3

Add question tags to complete the following negative sentences.

1. You do not have a driving license, _____?
2. I will not have to cook the meal, _____?
3. The ducks are not in the water, _____?
4. The gardener has not yet reached the gate, _____?
5. Your sister cannot ride a bicycle, _____?

Lesson Title: Question Tags (Continuation)	Theme: Grammar
Practice Activity: PHL-08-119	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify question tags that do not use helping verbs.

Overview

Remember, question tags are short questions at the end of sentences. They use helping verbs such as: 'is', 'are', 'was', 'has', 'have' or 'had'.

Question tag sentences in the simple present tense often use the verb 'to do'.

Examples:

- He speaks English, doesn't he?
- He doesn't speak English, does he?
- They like fish, don't they?
- They do not like fish, do they?

Remember, positive sentences have negative question tags and negative sentences have positive question tags.

Practice

Activity 1

Insert question tags after the following positive sentences.

1. The Kamaras eat chicken, _____?
2. You attend my school, _____?
3. The water supply office supplies water, _____?
4. The tailor makes clothes, _____?
5. Your mother enjoys gardening, _____?

Activity 2

Insert question tags after the following negative sentences.

1. You do not speak French, _____?
2. They don't run in the mornings, _____?
3. The bus does not reach here till 10am, _____?
4. Penguins do not fly, _____?
5. He doesn't like parties, _____?

Activity 3

Rewrite the following sentences using the correct question tags.

1. Roses are red, weren't they?
2. The sun rises in the east, does it?
3. Your father likes reading, don't he?
4. This isn't a good song, isn't it?
5. Your teacher doesn't like noise, doesn't she?

Lesson Title: Question Tags (Continuation)	Theme: Grammar
Practice Activity: PHL-08-120	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to use questions tags in past tense sentences.

Overview

Remember, the past tense is used to describe actions that were completed in the past. When you add question tags in sentences with the past tense, the verb in the question tag should also be in the past tense.

The table below shows how verbs in questions tags are formed in the past tense.

Sentence Starters	Question Tags
She did not eat her food,	did she?
She ate her food,	didn't she?
He finished his homework,	didn't he?
They caught the bus on time,	didn't they?

Practice

Activity 1

Add question tags to the following positive sentences in the past tense.

1. The Timbos found their dog, _____?
2. You forgot your book at home, _____?
3. I sent you a letter, _____?
4. He went to study abroad, _____?
5. She learned how to play the piano, _____?

Activity 2

Add question tags to the following negative sentences in the past tense.

1. You didn't water the plants, _____?
2. They didn't ask for me, _____?
3. It didn't rain yesterday, _____?
4. He didn't iron his clothes, _____?
5. She didn't dance at the party, _____?

Activity 3

Rewrite the following sentences using the correct question tags in the past tense.

1. You didn't bake a cake, did it?
2. The pupils cheated on the exam, don't they?
3. He fought with his brother, doesn't he?
4. She cancelled the meeting, did she?
5. You enjoyed eating fruit when you were younger, don't you?

Lesson Title: Comprehension	Theme: Reading
Practice Activity: PHL-08-121	Class: JSS 2



Learning Outcomes

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

1. Identify new words in the comprehension passage.
2. Read and discuss a comprehension passage.
3. Write a summary of what you have read.

Overview

When you read a comprehension passage, you need to be able to identify the main ideas. Then you can use these main ideas to write a summary of the passage. When writing a summary, remember to include the main ideas and most important information from every paragraph. Also, remember to use important words from the passage in your summary.

Practice

Activity 1

Read the following passage and answer the comprehension questions. Note down new words you come across while reading.

The City Life

A lot of youth are moving to the cities nowadays. They leave their villages behind to study and work in the city. Everybody enjoys the city life initially. It can be quite exciting – all the lights, the restaurants, the things to do, the people to meet. If you have ambition and enthusiasm, the sky is the limit in the city.

But being in a city also has drawbacks. The first is loneliness. Youth in the city often live without their families. They have no support system or anybody to make them happy when they have a bad day. Of course, you can find friends but friends do not always have time to look after you. Another problem with cities is the unhealthy lifestyle. People have to live in small houses in the middle of so much traffic, pollution and noise. Sometimes, it takes people an hour just to reach their work. Also, they inhale the polluted air filled with toxic gases and smoke. In addition, the food people eat in a city may not always be fresh. This affects people's health badly.

Comprehension questions

1. Overall, does the writer like or dislike the city life?
2. This passage has three paragraphs. Do most paragraphs speak in favour or against the city life?
3. What is the main idea of the second paragraph?
4. Why does the writer think city life is unhealthy?
5. In three sentences, write a summary of the second and the third paragraphs.
6. In 4–5 sentences, write a summary of the whole passage.

Activity 2

The following words are from the passage. Give a synonym for each word. Remember, synonyms are words with a similar meaning.

1. youth
2. enjoys
3. drawbacks
4. inhale
5. toxic

Activity 3

Identify antonyms of the following words from the passage. Remember, antonyms are words with opposite meanings.

1. behind
2. everybody
3. enjoys
4. without
5. drawbacks
6. inhale

Lesson Title: Comprehension (Continuation)	Theme: Reading
Practice Activity: PHL-08-122	Class: JSS 2



Learning Outcome

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

1. Identify new words in the comprehension passage.
2. Infer the meaning of new words in the comprehension passage.
3. Read and discuss a comprehension passage.

Overview

When you read a new passage, you will often come across unfamiliar words. These are words that you have not seen before or you are not sure of their meaning. To **infer the meaning of new words** means to guess the meaning of new words based on how they are used in the passage. You can look at the words around them for **contextual clues**. These are other words in the sentence or surrounding sentence that give you clues or help you infer the meaning of the new word. Understanding the characters, tone and mood of the passage as a whole can also help you determine the meaning of new words.

Practice

Activity 1

Read the following passage and answer the comprehension questions. Note down any new words you come across while reading.

From Scary to Caring

I still remember that eventful first day at Junior Secondary School clearly. It was like it happened yesterday. Today, when I enter class, I smile and wave at all my friends. But that day, two years ago, I woke up feeling anxious and scared. Junior Secondary School was starting, and I felt like I was not prepared for it at all.

Even as I entered school, I wanted to run back home. Would the big boys bully me? Would the subjects be challenging? Would the teachers be very strict? A hundred questions went through my mind! I could answer none of them.

I went and found a seat right at the back of the class. I thought nobody would find me there – no other pupil and no teacher. Nobody would notice the new boy sitting quietly on the last bench. But Hassan did notice. Like me, he too was apprehensive and afraid to face the new academic year. He too had found a seat on one of the back benches. I still remember that he turned towards me and saw me looking terrified. He managed a small smile. I was so nervous that I did not even smile back. Hassan also looked away. He must have thought me incredibly rude.

But the day soon turned around when the games lesson commenced and we headed toward the football field. This was my area because I was good at football. Barely five minutes into the game, I scored a goal for my team, then another and then another. In a period of just thirty

minutes, I had earned the cheers, claps and admiration of many classmates. They all asked me my name and patted me on the back. I felt very special.

I wish I could go back in time to that nervous morning and tell myself to just relax. After all, I was going to find my best friends in Junior Secondary School!

Comprehension questions

1. Which day has the writer written about?
2. Why did the writer want to run away when he entered school?
3. What did the writer do to avoid getting noticed by other pupils and teachers?
4. Why would Hassan have thought that the writer was rude?
5. What does the writer mean by, 'the day soon turned around'?
6. Why did the writer feel very special toward the end?

Activity 2

Find synonyms for the following words from the passage. Remember, synonyms are words with a similar meaning.

1. eventful
2. clearly
3. challenging
4. apprehensive
5. rude
6. incredibly
7. admiration

Activity 3

Identify the verb tense of the words **in bold** in the following sentences.

1. I still **remember** that eventful first day at Junior Secondary School clearly.
2. But that day, two years ago, I **woke** up feeling anxious and scared.
3. Everyone in the class **clapped** again.
4. Yes, these people **will be** my friends, after all!
5. I **wish** I could go back in time to that nervous morning and tell myself to just relax.

Lesson Title: Possessive Adjectives	Theme: Grammar
Practice Activity: PHL-08-123	Class: JSS 2



Learning Outcome

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

Overview

Possessive adjectives are used to show belonging. They describe who things belong to. They change based on who you are talking about – yourself, someone in front of you or a third person. The table below shows the different possessive adjectives.

Subject Pronoun	Possessive Adjective
I	my
you (singular)	your
he	his
she	her
it	its
we	our
you (plural)	your
they	their

Practice

Activity 1

Identify the possessive adjectives in the following sentences.

1. Yeanoh, the little girl, is looking for her father.
2. Hers is the dress my sister wants to wear.
3. Is your brother coming with us?
4. We are going to make a trip to their factory.
5. We should all take care of our city.

Activity 2

Fill in the blanks with appropriate possessive adjectives.

1. The science experiment that I came up with was _____ idea.
2. We should talk politely to people or we could hurt _____ feelings.
3. As she listened to _____ grandmother's stories, she fell asleep.
4. _____ only problem was that he was late to everything.
5. Can I please borrow _____ pen?

Activity 3

Use the pronouns **in bold** to rewrite the following sentences with possessive adjectives.

Example:

This breakfast is **mine**.

Answer: This is **my** breakfast.

1. That room is **hers**.
2. The old mansion is **theirs**.
3. Those yellow shoes are **his**.
4. Is this car **yours**?
5. The house on that hill is **mine**.

Lesson Title: Possessive Adjectives (Continuation)	Theme: Grammar
Practice Activity: PHL-08-124	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to identify and use possessive adjectives and demonstrative adjectives in sentences.

Overview

Possessive adjectives are used to show belonging. They describe who things belong to. They come before a noun in a sentence.

Examples:

- They are **my** friends.
- **Her** glasses are on the table.
- Did you bring **your** homework?

Demonstrative adjectives are used in sentences to show which person, thing or place is being talked about. They also come before nouns in a sentence.

There are four demonstrative pronouns. The table below shows how they are used.

Demonstrative Pronoun	Singular or Plural	Near or Far
this	singular	near
that	singular	far
these	plural	near
those	plural	far

Examples:

- **This** book on my desk is mine.
- **These** books in my bag are mine.
- **That** child on the bus is cute.
- **Those** children in the classroom are cute.

Practice

Activity 1

Identify the demonstrative adjectives in the following sentences.

1. Those toys there are my toys.
2. This bench is my bench.
3. Those clothes are her clothes.
4. My father likes these people.
5. Your sister knows those children.

Activity 2

Fill in the blanks with appropriate demonstrative adjectives based on the clues given in the brackets.

1. _____ child over there is my daughter. (you are pointing to the daughter standing across the room)
2. My grandmother likes _____ film. (you are watching the film on television)
3. _____ field belongs to our family. (you are standing next to the field)
4. _____ apples are getting ruined. (you are next to the apples)
5. I have planted _____ trees in my garden. (you are pointing to the trees from a distance)
6. Can you please bring me _____ broom? (you are pointing to the broom kept at a distance)

Activity 3

Correct the possessive and demonstrative adjectives in the following paragraph.

'Look, Amadu!' said mine father, standing at our new house. 'This is ours house. These house belongs to our whole family now. We have built it. But remember, apart from that house, everything else belongs to that village in which we are right now. This is as much yours village as it is mine. So we must take care of it.'

Lesson Title: Possessive Adjectives (Continuation)	Theme: Grammar
Practice Activity: PHL-08-125	Class: JSS 2



Learning Outcomes

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

1. Differentiate between singular and plural possessive adjectives.
2. Use singular and plural possessive adjectives in sentences.

Overview

Possessive adjectives are used to describe who things belong to. They come before a noun in a sentence. To use the correct possessive adjective, you need to decide whether the noun it describes is singular or plural.

- Possessive adjectives used with singular nouns are: my, your, his, her, its.
- Possessive adjectives used with plural nouns are: our, your, their.

Practice

Activity 1

Identify the possessive adjectives in the following sentences.

1. This is their computer.
2. I would like my money back.
3. Hassan saw his classmates enjoying a game of football.
4. The little girl wanted to drink from her favourite cup.
5. Do you know where your glasses are?

Activity 2

Fill in the blanks with appropriate possessive adjectives.

1. I bought these pens. So, these are ____ pens.
2. You found these shells on the beach. These are _____ shells.
3. He had that toy in his bag. It must be _____ toy.
4. She returned the book to you. So, it must be _____ book.
5. He asked them for permission to enter the house. So, it must be _____ house.

Activity 3

Correct the possessive and demonstrative adjectives in the following paragraph.

When it gets cold in mine house, we bring the blankets out. My mother gave me those blanket which is covering me right now. She gave this sister a red blanket. But my sister does not like these blanket. She has another blanket in hers own cupboard and she likes to use this one, not this one.

Lesson Title: Comprehension: Prose	Theme: Reading
Practice Activity: PHL-08-126	Class: JSS 2



Learning Outcomes

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

1. Identify new words in a selected text and infer their meaning.
2. Read and discuss the main ideas from a selected text.

Overview

Prose is writing that is not a poem. It includes the regular structure of language with things like grammar and punctuation. Examples of prose include: novels, short stories, newspaper articles and emails.

The prose here is a summary of a book *Purple Hibiscus*, written by Chimamanda Ngozi Adichie. It is set in a time when there was civil unrest in Nigeria. Civil unrest means when a country has no clear or proper leader and many political parties and people are fighting to lead the country. Places always become dangerous to live in during civil unrest.

Practice

Activity 1

Read the following summary and answer the comprehension questions. Note down new words you come across while reading.

Summary of *Purple Hibiscus*

Kambili is fifteen years old and she lives with her parents and her brother behind high walls and frangipani trees in her family's compound. Her father, a very rich businessman, is strict with everyone at home and tries to control them all. She and her mother and brother are often victims of her father's brutality. He is always full of regret and remorse afterwards, but that does not prevent him from repeating his violent behaviour.

When Nigeria suffers civil unrest, Kambili and her brother go away to stay with their aunt, a university professor, whose house is noisy and full of laughter. Kambili and her brother find real freedom and joy at their aunt's house. They are no longer afraid and they change as they encounter different characters with different ideas and beliefs.

This is a book about growing up and the promise of freedom. The setting of the book is political, but the book itself is about family. It follows the changes the family goes through as they learn more about each other and the changes that Kambili struggles with as she realises she can be independent, have her own opinions and make her own decisions.

Comprehension questions

1. What is the first paragraph of the passage about?
2. Why do Kambili and her brother leave their house?
3. Why do Kambili and her brother feel free in their aunt's house?

4. According to the third paragraph, what is this book about?
5. What kind of freedom does Kambili experience?
6. Would you like to read this book? Why or why not?

Activity 2

Find the words in the passage that match the definitions given below. Then identify whether the words are nouns, verbs or adjectives.

1. something tall
2. when somebody tells somebody else what they should do
3. behaviour that harms and hurts others
4. go through something bad
5. the place and time of the book

Lesson Title: Comprehension: Prose (Continuation)	Theme: Reading
Practice Activity: PHL-08-127	Class: JSS 2



Learning Outcomes

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

1. Identify and give antonyms for the new words in a selected text.
2. Answer questions about the selected text.

Overview

Prose is ordinary language. It is speaking or writing that is not a poem. It has a regular grammatical structure. Examples of prose include: novels, short stories, newspaper articles and emails.

The prose here is a summary of a book *So Long a Letter*, written by Mariama Ba. It was written in French. It is set in Senegal both before and after the country's independence. This type of writing is called an **epistolary novel**. An epistolary novel is a novel that is written as a series of documents. This novel is a series of letters.

Practice

Activity 1

Read the following summary and answer the comprehension questions.

Summary of *So Long a Letter*

The book is like a long letter. It is a series of letters written by the writer, Ramatoulaye, a recent widow. The recipient is her friend Aissatou, recently divorced. Ramatoulaye starts writing because her husband has recently passed away. She recounts various events of their lives in the letters. It starts with how her life with her husband was and then how he died in detail. Then it goes on to explain that her husband had had a second secret wife for more than two decades. She tells Aissatou how she dealt with that betrayal.

The story looks at how women live in Senegal pre- and post-independence. It is a beautifully written story about love, friends and friendship. The letter focuses on the difficulties women can have in their lives and, towards the end, changes focus to talk more about the next generation and their different expectations of life. The education of women is seen as the way that expectations will change. In this way, it explores how cultures and ways of life evolve and become more modern over the years. Some other themes of the book are polygamy, death rituals and life in Senegal.

Comprehension questions

1. What is the book mainly made up of? Incidents, character descriptions or letters?
2. Why does Ramatoulaye start writing to her friend?
3. What shocking secret does Ramatoulaye discover about her husband?

4. What are some of the different themes in the book?
5. Towards the end, what does the book become about?

Activity 2

Identify antonyms of the following words taken from the passage. Remember, antonyms are words that have opposite meanings.

1. long
2. recipient
3. starts
4. modern
5. beautifully

Lesson Title: Comprehension: Prose (Continuation)	Theme: Reading
Practice Activity: PHL-08-128	Class: JSS 2



Learning Outcomes

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

1. Identify and give antonyms for the new words in a selected text.
2. Read and discuss the main ideas in the selected text.

Overview

Remember, **antonyms** are words that have opposite meanings. Antonyms are the opposite of synonyms.

Examples:

- good – bad
- rich – poor
- happy – sad
- hot – cold

However, many words have more than one meaning. When you are identifying the antonym of a word, you have to first look at the way it is used in a text.

For example, 'light' can be an antonym for 'heavy'. But 'light' can also be an antonym for 'dark'.

- Correct: This box is light; I can carry it easily. That box is heavy.
- Incorrect: This box is light; I can carry it easily. That box is dark.

Practice

Activity 1

Read the following excerpt and answer the comprehension questions. It is from a famous book, *Oliver Twist*, written by Charles Dickens and published in 1837. It is about a poor boy and his life.

Excerpt from *Oliver Twist*

By Charles Dickens

It was a cheerless morning when they got into the street, blowing and raining hard, and the clouds looked dull and stormy. The night had been very wet, for large pools of water had collected in the road, and the kennels were overflowing. There was a faint glimmering of the coming day in the sky, but it rather aggravated than relieved the gloom of the scene, the sombre light only serving to pale that which the street lamps afforded, without shedding any warmer or brighter tints upon the wet housetops and dreary streets. There appeared to be no one stirring in that quarter of the town, for the windows of the houses were all closely shut, and the streets through which they passed were noiseless and empty.

By the time they had turned into the Bethnal Green Road, the day had fairly begun to break. Many of the lamps were already extinguished; a few country waggons were slowly toiling on towards London; now and then, a stage-coach, covered with mud, rattled briskly by, the driver bestowing, as he passed, a lash upon the heavy waggoner who, by keeping on the wrong side of the road, had endangered his arriving at the office a quarter of a minute late. The public-houses, with gas-lights burning inside, were already open. Gradually, other shops began to open, and a few scattered people were met with.

Comprehension questions

1. When was it written? How does that affect the English?
2. What is Dickens describing in this excerpt?
3. What is the meaning of 'the day had fairly begun to break'?
4. Why would the driver's passenger be late to the office?
5. What is the meaning of 'a few scattered people'?

Activity 2

Identify antonyms for the following words taken from the passage.

1. stormy
2. faint
3. warmer
4. shut
5. begun
6. arriving
7. late

Lesson Title: Prepositions	Theme: Grammar
Practice Activity: PHL-08-129	Class: JSS 2



Learning Outcomes

By the end of the lesson, you will be able to recall prepositions you have learned and use them correctly in sentences.

Overview

A **preposition** shows the relationship between two or more other words in a sentence. We use prepositions to talk about the time, place and positions of things.

Some common prepositions are:

- under
- over
- around
- inside
- above
- on top of
- with
- to

The most common prepositions of time, place and location are 'on', 'at' and 'in'. The table below shows when to use them.

at	on	in
<ul style="list-style-type: none"> • time: time of day <ul style="list-style-type: none"> – 7 o'clock – 4am – 6pm – midday • time: holiday/celebration <ul style="list-style-type: none"> – at Christmas – at Eid • place <ul style="list-style-type: none"> – at the university – at home 	<ul style="list-style-type: none"> • time: days of the week <ul style="list-style-type: none"> – Monday • time: days and part of the day <ul style="list-style-type: none"> – Thursday morning • time: dates <ul style="list-style-type: none"> – the 11th of April • position <ul style="list-style-type: none"> – on the table – on top of 	<ul style="list-style-type: none"> • time: seasons <ul style="list-style-type: none"> – in the dry season • time: months <ul style="list-style-type: none"> – in June • time: years <ul style="list-style-type: none"> – in 2010 • time of day <ul style="list-style-type: none"> – in the evening • position <ul style="list-style-type: none"> – in the fridge – in the room

Practice

Activity 1

Identify the prepositions in the following sentences.

1. My dog was sitting on my lap.
2. I kept a book under the lamp.
3. The teacher wrote the math problems on the board.
4. I will be at football practice at 4pm.
5. I think we should get married on the 15th of October this year.
6. Their house is between a river and a forest.
7. The little child walked along the river.
8. For exercise, I have decided to walk to my office.

Activity 2

Fill in the blanks with the correct preposition. Use 'in', 'on' or 'at'.

1. I was _____ my classroom at 2pm.
2. _____ the morning, I like to have a cup of tea.
3. We will light a fire to keep us warm _____ night.
4. The test will be conducted _____ Monday.
5. The grass turns completely green _____ the monsoon months.
6. You need to submit your work _____ noon.
7. The submission is due _____ Saturday afternoon.

Activity 3

Fill in the blanks in the following sentences with prepositions. There may be more than one preposition that fits a sentence.

1. This train will take you _____ Freetown.
2. The child was sitting _____ top of the horse.
3. The party will be held _____ Kewullay's house.
4. Yabu was running _____ me today.
5. This country lies _____ Ghana and Liberia.
6. You can walk _____ the beach to get a good view of the ocean.

Lesson Title: Verb Tenses: Regular Verbs	Theme: Grammar
Practice Activity: PHL-08-130	Class: JSS 2



Learning Outcomes

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

1. Use regular verbs in the simple past tense in sentences.
2. Identify verbs that take 'd' or 'ed' in sentences in the simple past tense.

Overview

The **simple past tense** is used to talk about a completed action. Historical events are one example of when the simple past tense is used.

The simple past of **regular verbs** is formed by adding 'ed', or 'd' if the verb ends in 'e'. There are other spelling rules to remember:

- If a verb ends in a consonant + 'y', change the 'y' to 'i' and add 'ed'.
- If a verb ends in a consonant-vowel-consonant, then you double the final consonant.

The table below gives some examples.

Verb	Regular Simple Past Verb
change	changed
cry	cried
work	worked
cook	cooked
like	liked
stop	stopped
look	looked
study	studied
play	played
show	showed
walk	walked

Irregular verbs have no rule to help you. You just need to remember them.

Practice

Activity 1

Read the following sentences. Change the underlined verb so that the sentence is written in the simple past tense.

Example: The baby wants milk. Answer: The baby **wanted** milk.

1. We watch television last night after we finish our chores.
2. Ana play netball last night and she was late for dinner.
3. I try to talk to Abu last night but he was not home.
4. Joshua study hard and pass the exam.
5. My mother was cleaning the dish when she drop it.

Activity 2

Complete the sentences with the simple past tense of the verb in brackets.

Example: We _____ (look) everywhere for his book.

We **looked** everywhere for his book.

1. My sister and I _____ (arrive) late for school.
2. The angry dog _____ (chase) us down the road.
3. All the students _____ (work) hard last term.
4. Zaria _____ (call) me to tell me she could not make it to my party.
5. When I was young, I _____ (like) to play in the dirt.

Activity 3

Complete the paragraph using the words from the word bank below. Make sure you change the words to the simple past tense.

need	close	knock	lock	open
------	-------	-------	------	------

Yesterday, after school, my sister and I went to the store. We (1) _____ to get beans and rice for dinner. But when we reached it, the store was (2) _____! We (3) _____ on the door for what seemed like hours, but there was no answer. We did not know what to do. Our mother would be so angry if we didn't get the beans and rice. Finally, a sleepy looking man (4) _____ the door. 'Sorry!' he said, 'I (5) _____ the door to eat my lunch in the back and I must have fallen asleep!'

Lesson Title: Verb Tenses: Irregular Verbs	Theme: Grammar
Practice Activity: PHL-08-131	Class: JSS 2



Learning Outcomes

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

1. Identify irregular past tense verbs in sentences.
2. Use irregular verbs correctly in past tense sentences.

Overview

There are many **irregular verbs** in the past tense. There is no rule for irregular verbs. You must memorise them. The best way to do this is with lots of practice!

It is also important to recognise the difference between the **simple past** tense and the **past participle**. We use the past participle with the perfect tense. It is used with 'has' or 'have'. For example:

- I **have** never **been** to South Africa.
- Nelson Mandela **had spent** years in prison before he became President.

The following table shows how to write some irregular verbs in the simple past tense and the past participle.

Verb	Simple Past Tense	Past Participle
fight	fought	fought
spend	spent	spent
win	won	won
become	became	become
break	broke	broken
do	did	done
fall	fell	fallen

Practice

Activity 1

Identify whether the following verbs are regular or irregular verbs.

1. drink
2. drop
3. love
4. eat
5. fall
6. run
7. laugh
8. kick

Activity 2

Complete the sentences with the simple past tense version of the verb in brackets.

1. My mother and father _____ (get up) early this morning.
2. I _____ (meet) some nice people at my new school.
3. My teammate _____ (catch) the ball at the last moment.
4. Mohammed _____ (sleep) until late on the weekend.
5. I _____ (have) a terrible headache last night.
6. You _____ (come) home late from school yesterday.
7. My brother _____ (do) his homework and _____ (go) to school.
8. They _____ (know) each other well when they _____ (be) young.

Activity 3

Choose the correct answer to fill in the blank from the multiple-choice options given.

1. Amie _____ my run for class president.
 - a. support
 - b. supported
 - c. supports
2. My brother _____ a lot in the past year. Now he is tall.
 - a. grew
 - b. grow
 - c. grown
3. Last night I finally _____ my red shirt.
 - a. find
 - b. found
 - c. founded
4. I _____ cake to the party last weekend.
 - a. bring
 - b. bringed
 - c. brought
5. My friend _____ me a card for my birthday last year.
 - a. made
 - b. make
 - c. maked

Lesson Title: Verb Tenses: Irregular Verbs (Continuation)	Theme: Grammar
Practice Activity: PHL-08-132	Class: JSS 2



Learning Outcomes

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

1. Identify irregular verbs that do not change in different verb forms.
2. Use irregular verbs that do not change in different verb forms in sentences.

Overview

Remember that you form the simple past of **regular verbs** by adding 'ed', or 'd' if the verb ends in 'e'. There is no rule for forming **irregular verbs** in the past tense. You have to memorise them.

Some verbs are easy to learn because they don't change from their simple past tense form to the past participle. A good way to learn irregular verbs is to put them in groups: verbs that do not change, verbs that only change once and verbs that change twice.

The table below gives some examples of verbs that do not change.

Verb	Simple Past Tense	Past Participle
put	put	put
cut	cut	cut
hit	hit	hit
let	let	let
shut	shut	shut

The table below gives some examples of verbs that only change once.

Verb	Simple Past Tense	Past Participle
make	made	made
feed	fed	fed
build	built	built
hold	held	held
sit	sat	sat

The table below gives some examples of verbs that change twice.

Verb	Simple Past Tense	Past Participle
see	saw	seen
be	was/were	been
came	come	came
begin	began	begun
take	took	taken

Practice

Activity 1

Fill in the blanks in the table below.

Verb	Simple Past Tense	Past Participle
teach	taught	(1)
get	(2)	got
(3)	Won	won
hurt	(4)	hurt
(5)	Hit	Hit
say	Said	(6)

Activity 2

Write the correct form of the verb in brackets to complete the sentences.

1. We have _____ (read) the book.
2. My mother has _____ (see) many places.
3. He has _____ (say) a lot of things.
4. She _____ (leave) the keys on the table.
5. Juliet _____ (keep) all the food for herself.

Activity 3

Write your own sentences for each of the following verbs. Use the simple past tense.

1. bring
2. cost
3. cut
4. hang
5. hold

Lesson Title: Verb Tenses: Irregular Verbs (Continuation)	Theme: Grammar
Practice Activity: PHL-08-133	Class: JSS 2



Learning Outcomes

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

1. Identify verbs that do not follow the rules of their kind in sentences.
2. Use verbs that do not follow the rules of their kind in sentences.

Overview

The **simple present tense** is used to talk about habits and routines. It is also used to talk about things that are always true. For example, the River Sewa flows through Sierra Leone. This is a sentence about something that is always true.

Below is a review of spelling rules for the simple present tense with 'he', 'she' and 'it' (the 3rd person):

- if a verb ends in a consonant + 'y', change the 'y' to 'i' and add 'es'.

Examples:

- cry – cries
- study – studies
- fry – fries

- If a verb ends in 'o', 'ch', 'sh', 'ss' or 'x', add 'es'.

Examples:

- watch – watches
- finish – finishes
- tax – taxes
- pass – passes

- For all other verbs, just add an 's'.

- get – gets
- flow – flows

Practice

Activity 1

Write the following verbs in the third person (he, she, it) of the simple present tense.

1. kiss
2. fix
3. wash
4. go
5. hurry

Activity 2

Identify the simple present tense verb in the third person (he, she, it) in each sentence.

1. My sister always tries to play with the older children.
2. He catches the bus often.
3. Juliet watches TV every night.
4. I wash, while my brother dries the dishes.
5. My mother carries a heavy bag.

Activity 3

Fill in each blank with the simple present tense of the verb in brackets.

1. The baby always _____ (cry) loudly.
2. Martha usually _____ (dress) in black.
3. The bird _____ (wash) itself in the puddle.
4. Mrs Paul _____ (teach) pupils every day.
5. My father always _____ (pay) his taxes.

Lesson Title: Comprehension	Theme: Reading
Practice Activity: PHL-08-134	Class: JSS 2



Learning Outcomes

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

1. Identify new words from the comprehension passage.
2. Read and discuss the comprehension passage.

Overview

Today, you will be practising your reading comprehension by reading a story called *Edward's Bad Day*. This is a story about somebody who was very forgetful.

Before reading it, make some predictions about the story. What do you think the story will be about? Why do you think Edward had a bad day? Asking yourself questions before reading can help you with reading comprehension.

The following vocabulary is from the passage:

- toss and turn: move around a lot when you are sleeping
- glance: look quickly
- panic: feel sudden fear
- embarrassed: ashamed
- wander: walk around with no direction
- aimlessly: with no point, with no purpose
- forgetful: having a bad memory
- screw: attach one object to another by turning it

Practice

Activity 1

Read the following passage.

Edward's Bad Day

Edward was late for school. He'd had a bad dream and had been tossing and turning all night long. He woke up late and started to panic. Everybody in the family was awake. Outside, it was noisy in the street. Edward was late, very late. He got dressed, grabbed his school bag and ran into the street. He ran, and ran, and ran. He did not stop until he reached the school gates. But it was so quiet. There were no pupils, no parents, no teachers. Edward was puzzled. He glanced around and then he remembered, 'Today is the first day of the school holidays!' He had forgotten. How could anybody forget the school holidays? How foolish he was! Edward was too embarrassed to tell anyone so he spent the whole day wandering around aimlessly. He walked around, hoping nobody he knew would see him. 'Where have you been?' asked his grandfather later on. He said he had been with his friends. 'I thought you had gone to school,' said his grandfather. 'I thought you'd forgotten all about the school holidays.' Edward said, 'I wouldn't

do a thing like that.’ But he felt stupid. He was not usually so foolish, but he was rather forgetful. He would forget his head if it was not screwed on. His grandfather smiled, ‘No, I can’t imagine you would.’

Activity 2

Write a sentence for each of the following vocabulary words from the passage.

1. glance
2. forgetful
3. embarrassed
4. panic
5. wander

Activity 3

Read the following passage and answer the comprehension questions.

Edward’s Bad Day – Part Two

Edward spent the whole day avoiding his grandfather. He felt bad telling a lie. But he also felt really silly and did not want to tell the real story. Edward tried to distract himself all day. He read books. He played outside by the tree, watching the ants march up and down. He went to the river to try and catch some fish. He finally came home right before dinner. He sat down at the kitchen table as his grandfather was making dinner and said, ‘That smells delicious! I’ve been starving ever since I ran to school this morning!’ His grandfather smiled and looked at him, ‘I thought you didn’t go to school this morning?’ Edward looked surprised. Then he started laughing, ‘I guess I forgot that I lied to you about that!’ His grandfather started laughing too and said, ‘I guess the lesson is that forgetful people should never lie!’

Comprehension questions

1. How did Edward feel about telling his grandfather a lie?
2. What did Edward do to try and distract himself?
3. How did his grandfather finally learn the truth?
4. Was his grandfather angry?
5. What did his grandfather say the lesson was?

Lesson Title: Comprehension (Continuation)	Theme: Reading
Practice Activity: PHL-08-135	Class: JSS 2



Learning Outcomes

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

1. Identify new words from the selected passage.
2. Read and understand the main ideas from the selected passage.

Overview

Today, you will read another passage from the novel by Charles Dickens called *Oliver Twist*. This is a story about an orphan, a poor young boy with no parents. The setting is England in the mid-19th century.

The following words and phrases will help you understand the passage:

- vast: very big
- make a living: make money to live on
- train of ideas: a lot of thoughts about something
- lad: a young boy
- bred (past participle of breed): born and grew up somewhere
- character: another word for a letter of the alphabet
- intimation: indication, knowing something indirectly

Practice

Activity 1

Read the passage and answer the comprehension questions.

Excerpt from *Oliver Twist*

By Charles Dickens

The stone by which he was seated, bore, in large characters, an intimation that it was just seventy miles from that spot to London. The name awakened a new train of ideas in the boy's mind. London! – that great large place! – nobody – not even Mr Bumble – could ever find him there! He had often heard the old men in the workhouse, too, say that no lad of spirit need want in London; and there were ways of making a living in that vast city, which those who had been bred up in country parts had no idea of.

Comprehension questions

Read the questions and choose the correct answer from the multiple choice options provided.

1. What does the line 'The stone by which he was seated, bore, in large characters...' mean?
 - a. Oliver was bored as he waited.
 - b. The stone that was next to Oliver had something written on it.
 - c. The stone had characters from a play on it.

2. What does the line 'The name awakened a new train of ideas in the boy's mind' mean?
 - a. The name 'London' made the boy think about a lot of different things.
 - b. A new train arrived to take the boy to London.
 - c. The boy awakened from a dream about trains.
3. What does the line '...no lad of spirit need want in London' mean?
 - a. A religious boy does not need to go to London.
 - b. A young boy should not want to go to London.
 - c. A young boy with spirit will never lack anything in London because there will be some way for that boy to make money.
4. What does the line '...and there were ways of making a living in that vast city, which those who had been bred up in country parts had no idea of.'
 - a. You could live in the city and people from the country would not find you.
 - b. There were ways of making money in London that people from the country had not thought of.
 - c. People bred in the country could not make a living.

Activity 2

Fill in the blanks in the sentences below with the words and phrases from the word bank.

lad	bred	vast	characters	make a living	train of ideas
-----	------	------	------------	---------------	----------------

1. My sister _____ goats in the north of the country, near Kabala.
2. I saw another _____ about my age, playing alone in the field.
3. My family needed to move to a bigger city so we could _____.
4. I loved to run in the big field next to my house. I like _____, open spaces.
5. We went to the museum and saw very old _____ written in another language.
6. My brother talks a lot about his next adventure. He always has a _____!

Lesson Title: Direct and Indirect Speech	Theme: Grammar
Practice Activity: PHL-08-136	Class: JSS 2



Learning Outcomes

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

1. Identify direct and indirect speech.
2. Identify the characteristics of direct and indirect speech.

Overview

Direct speech is what a person says exactly. You can tell when something is direct speech when you see inverted commas or quotation marks (‘ ’). Inverted commas are only used to show exactly the words a person said or thought, or to highlight a specific concept.

Examples:

- ‘I’m going to school, it’s eight o’clock’, said Marie.
- Marie’s sister asked, ‘Marie, what day is it?’
- Marie replied, ‘Thursday.’

Indirect speech is a report of what was said, not the words exactly. When we report what someone said, we do not use inverted commas. When you report what someone said, you use a past form of the appropriate verb. Often, we add the word ‘that’ after the word ‘said’ in indirect speech (but this is not necessary).

Examples:

- Marie said that she **was** going to school.
- Marie’s sister **asked** what day it **was**.
- Marie said it **was** Thursday.

Practice

Activity 1

Identify which sentences are examples of indirect speech and which are examples of direct speech.

1. Yabu asked, ‘What is the weather like today?’
2. ‘I wish we didn’t have school today,’ Zainab complained.
3. She told me she wasn’t going to play netball today.
4. ‘Ouch!’ he cried out.
5. Yabu said she forgot her raincoat at home.

Activity 2

Correct any mistakes you find in the sentences below.

1. It is too hot today to run, he said.
2. Titi said she wanted to go to the store after school.
3. My mother said, You better not be late for dinner!
4. My little brother said he didn't want to help me with the chores.
5. Are you going to walk home from school, he asked.

Activity 3

Change the following examples of direct speech to indirect speech.

1. 'I like my football,' he said.
2. 'I live just down the street from here,' she said.
3. Timothy said, 'I'm going to work in the fruit stand.'
4. 'I love my job working in the dress shop,' my mother said.
5. 'Justice meets her friend every afternoon,' she said.

Lesson Title: Direct and Indirect Speech (Continuation)	Theme: Grammar
Practice Activity: PHL-08-137	Class: JSS 2



Learning Outcomes

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

1. Identify direct and indirect speech.
2. Identify the characteristics of direct and indirect speech.

Overview

Direct speech is what a person says exactly. You can tell when something is direct speech when you see inverted commas (‘ ’). We use inverted commas to show exactly which words a person said.

Indirect speech is a report of what was said, not the words exactly. When we report what someone said, we do not use inverted commas. When you report what someone said, you use a past form of the verb. Indirect speech can use the word ‘that’ after ‘said’ to emphasise what was said.

The main differences between direct and indirect speech are:

- Direct speech uses inverted commas; indirect speech does not.
- Word order: Indirect speech always starts or ends with he/she said (or other words that mean the same thing).
- Verb tenses change and time words change with indirect speech.
- The simple present tense is used in direct speech, while the simple past tense is used in indirect speech.
- Indirect speech often requires you to change the pronoun.

Direct Speech	Indirect Speech
present simple tense ‘I like that jacket,’ he says.	past simple tense He said he liked that jacket.
present perfect ‘We have never been to Liberia,’ they said.	past perfect They said they had never been to Liberia.
present continuous tense ‘He’s going tomorrow,’ she told us.	past continuous tense She told us he was going the following day.
past continuous tense ‘I was reading a novel last night,’ I said.	past perfect continuous tense I said that I had been reading a novel the night before.
past perfect tense ‘They had already seen it,’ they reported.	past perfect tense They reported that they had already seen it.
future tense with will ‘We will go!’ they said.	future tense with would They said they would go.

Practice

Activity 1

Identify whether the following sentences are examples of direct or indirect speech.

1. She said Titi was dancing all night.
2. 'He sang beautifully,' they all said.
3. He asked how old I was.
4. 'I work with my mother in the field on the weekends,' Tania said.
5. Mother said that she likes her coffee with milk.

Activity 2

Change the following examples of direct speech to indirect speech by filling in the blanks.

1. 'I love that hat,' he says.
_____ he loved that hat.
2. 'We have never been to a movie,' they said.
_____ they had never been to a movie.
3. 'She is going to school tomorrow,' she told us.
_____ she was going to school the following day.
4. 'I was running late last night,' I said.
_____ I had been running late last night.
5. "They had already been to the doctor," they reported.
_____ they had already been to the doctor.

Activity 3

Write 4–5 sentences of a conversation that you had today. Use direct speech.

Lesson Title: Direct and Indirect Speech (Continuation)	Theme: Grammar
Practice Activity: PHL-08-138	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to change direct speech to indirect speech.

Overview

Remember, **direct speech** is what a person says exactly. **Indirect speech** is a report of what was said, not the words exactly.

Today, you will practise changing direct speech to indirect speech. Use the following steps:

1. Change the pronoun.
2. Change the verb tense from present to past.
3. Change the time. For example, 'today' to 'that day'.

Look at the table below to see examples of how to change direct speech to indirect speech.

Notice how the pronoun, verb tense and time words change.

Direct Speech	Indirect Speech
present simple tense 'I like you,' he says. 'I like you too,' she says.	past simple tense He said he liked her. She said she liked him too.
present perfect tense 'I have seen you before,' she said. 'No, I don't think so,' I said.	past perfect tense She said that she had seen me before. I said I don't think so.
present continuous tense 'I'm going tomorrow,' she told us. 'It's a pity you are leaving,' we said.	past continuous tense She told us she was going the following day. We said it was a pity she was leaving.
past continuous tense 'We were writing a poem yesterday,' they said.	past perfect continuous tense They said they had been writing a poem the day before.
past perfect tense 'I had already spoken to her,' he reported.	past perfect tense He reported that he had already spoken to her.
future tense with will 'We will do it,' they said.	future tense with would They said they would do it.

Practice

Activity 1

Change direct speech to indirect speech by filling in the blanks with the missing words.

1. 'You are funny,' she said.
She said I _____ funny.
2. 'I have seen this play before,' my mother said.
My _____ said she _____ seen this play before.
3. 'I am going to the movies tomorrow,' he said.
He said _____ going to the movies the _____ day.
4. 'We were playing jump rope yesterday,' they said.
_____ said they _____ been playing jump rope the day _____.
5. 'I will clean the house,' she said.
She said she _____ clean the house.

Activity 2

Change the following examples of direct speech to indirect speech.

1. 'I am so thirsty today,' she said.
2. Fudia shouted, 'Don't leave without me!'
3. 'Why do you look so upset?' my father asked.
4. 'The birds singing in the morning is a nice way to wake up,' he said.
5. My sister said, 'Don't forget your book bag!'

Activity 3

Change the following direct questions into indirect statements. The first part of the sentence is done for you.

1. 'Where do you live?' she asked me.
She asked me _____.
2. 'Do you speak English?' he asked me.
He asked me _____.
3. 'Will you arrive by taxi?' Jonathan asked me.
Jonathan asked me _____.
4. 'Have you made the cake?' my mother asked me.
My mother asked me _____.
5. 'Did you eat lunch alone?' they asked me.
They asked me _____.

Lesson Title: Comprehension	Theme: Reading
Practice Activity: PHL-08-139	Class: JSS 2



Learning Outcomes

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

1. Identify new words from the comprehension text and use them in sentences.
2. Answer comprehension questions on the text.

Overview

Today, you will read a text about tourism. Tourism is the activity of travelling to a place for pleasure and fun. Tourism is also about the business of providing hotels, restaurants and entertainment for the people who are travelling.

The following vocabulary will help you when reading the text:

- role: part
- revenue: money someone (usually the government) makes
- infrastructure: buildings, structures and transport, power and water systems in a community
- showcase: show the best of
- vibrant: full of life and energy
- citizens: people of a specific country
- dispel: make disappear or contradict
- foreigner: person from a different country
- flock: come in large numbers

Practice

Activity 1

Read the following text and answer the comprehension questions.

Tourism

Tourism plays an important role in a country's development. It can bring in much-needed revenue, encourage governments to invest in infrastructure such as roads and showcase the best a country has to offer to the outside world.

In many cases, tourism can help countries recover from war, natural disasters and other troubles. By focusing on the positive aspects of a country such as its natural beauty, history and vibrant culture, tourism can contribute to leaving the past behind and moving forward.

Tourism creates jobs, helps citizens feel proud of their country and can help dispel negative perceptions that foreigners may have about a place. If tourists leave a country with a positive image, they will spread the word and soon others will flock there to explore for themselves.

To sum up, tourism has many advantages and can benefit a country and its people in many different ways.

Comprehension questions

1. What can tourism showcase?
2. What can tourism help a country recover from?
3. Why do you think that tourism would encourage governments to invest in roads?
4. What can tourism help create?
5. What will happen if tourists leave a country with a positive image?

Activity 2

Use the words from the word bank to fill in the blanks in the sentences below.

Role	flocked	vibrant	foreigner	infrastructure	showcase
------	---------	---------	-----------	----------------	----------

1. I could tell the man was a _____ because he didn't know his way around the city.
2. She wanted to know what her _____ would be in the play.
3. When we put out free candy, people _____ to our booth.
4. I love parades. They are always so _____ and colourful.
5. The _____ in our town is poor. Money is needed to improve it.
6. I wanted to _____ my paintings at the fair.

Lesson Title: Comprehension: Prose	Theme: Reading
Practice Activity: PHL-08-140	Class: JSS 2



Learning Outcomes

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

1. Identify new words in a text.
2. Read and discuss the main ideas from the selected text.
3. Write a summary of a chapter.

Overview

Today, you will read a summary of the book *A Grain of Wheat* by Ngũgĩ wa Thiong'o . The action in the book takes place just before Kenyan independence. Remember that a summary covers the main or most important points of what is written.

The following vocabulary will help you when you read the summary:

- sooty: black and dirty
- thatch: straw roof
- rebellion: a fight against the government
- haunted: worried by bad thoughts
- captured: taken prisoner
- hanged: to be killed with a rope
- deny: to say something is not true

Practice

Activity 1

Read the summary and answer the comprehension questions.

Summary of *A Grain of Wheat*

Set in 1963 after the Mau Mau rebellion and just before Kenya's independence from Britain, *A Grain of Wheat* follows the lives of a group of villagers. At the centre of it all is the quiet Mugo, the village's chosen hero and a man haunted by a terrible secret.

At the beginning of the story, several villagers come to Mugo's door. They ask him to speak at the Uruhu (independence) celebration and become a leader. They ask him about Kihika, a rebel fighter from the village who was captured and publicly hanged. Mugo denies knowing anything about Kihika's death and says he will think about making the speech.

Comprehension questions

1. What is the Uruhu celebration?
2. Who is the independence from?
3. Whose lives are the subject of *A Grain of Wheat*?
4. What happens at the beginning of the story?
5. What happened to Kihika?

Activity 2

Write a sentence for each of the following words.

1. captured
2. thatch
3. denied
4. sooty
5. haunted

Lesson Title: Sentences	Theme: Grammar
Practice Activity: PHL-08-141	Class: JSS 2



Learning Outcomes

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

1. Identify the features of sentences.
2. Identify simple, compound and complex sentences and explain the differences between them.

Overview

A **simple sentence** has only one independent clause. Recall that subject + verb = clause. One clause is a thought or idea that is complete.

- Example: I like butternut squash.

A **compound sentence** has two **independent clauses**. A compound sentence is when we combine two sentences into one using a connecting word. 'And', 'but', 'for', 'or', 'so' and 'yet' are all useful words for connecting clauses into compound sentences. Each independent clause can stand alone as a sentence. But in a compound sentence, you use a connecting word to put them together.

- Example: I like butternut squash **but** I do not like pumpkin.

A **complex sentence** has at least one independent clause and one **dependent clause**. A dependent clause cannot stand alone in a complete sentence.

- Example: I like the butternut squash when my aunt cooks it.
 - 'I like the butternut squash' is a complete sentence. However, 'when my aunt cooks it' is not a complete sentence on its own.

Practice

Activity 1

Answer the following true or false questions about simple, compound and complex sentences.

1. A compound sentence includes a dependent clause.
2. A simple sentence is a complete sentence.
3. A compound sentence uses connection words to connect two independent clauses.
4. A dependent clause can stand alone in a sentence.
5. A clause is made up of an adjective + verb.

Activity 2

Identify the subject and verb in the following sentences.

Example: I went to school. (subject – I; verb – went)

1. The bus stopped.
2. My sister and brother were very tired.

3. I looked for my book bag.
4. We waited for the train.
5. The train was late.

Activity 3

Identify whether the following sentences are examples of simple, compound or complex sentences.

1. After I came home from school, I made lunch.
2. My sister is going to the beach, but my brother will stay home.
3. I swept and mopped the floors in our house.
4. We visited the shop before it closed.
5. The dog scared the little boy and he ran away crying.
6. I like the flowers that bloom this time of year.

Lesson Title: Sentences (Continuation)	Theme: Grammar
Practice Activity: PHL-08-142	Class: JSS 2



Learning Outcomes

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

1. Identify simple sentences.
2. Use simple sentences correctly.

Overview

These are the features of a **simple sentence**:

- includes a clause made up of a subject and verb
- only has one clause
- can stand alone as a complete sentence

Examples:

- I have a very large family in Ghana.
- All of the pupils went to the beach together.
- My sister gave me a football.

Practice

Activity 1

Identify whether the following are simple sentences.

1. The goat bit the little boy.
2. The goat bit the little boy and then the boy cried.
3. The goat bit the little boy because he was bothering him.
4. I did my Maths homework by myself.
5. It was raining all day today.
6. I returned from shopping and went straight to bed.

Activity 2

Change each of the following compound sentences into two simple sentences.

Example: I wanted to go to the beach but he wanted to go to town.

I wanted to go to the beach. He wanted to go to town.

1. I like tea without milk and he likes tea with milk.
2. He rode his bike but I walked.
3. My aunt works in the city but she lives in the village.
4. My brother did his homework but he forgot to bring it to school.
5. You can eat those bananas or you can try these mangoes.

Lesson Title: Sentences	Theme: Grammar
Practice Activity: PHL-08-143	Class: JSS 2



Learning Outcomes

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

1. Identify compound sentences.
2. Use compound sentences correctly.

Overview

A **compound sentence** has two independent clauses. A compound sentence is formed when you combine two sentences into one using a connecting word. ‘And’, ‘but’, ‘for’, ‘or’, ‘so’ and ‘yet’ are all connecting words. Each clause can stand alone as a sentence. But in a compound sentence, you use a connecting word to put them together.

- Example: I like butternut squash, **but** I do not like pumpkin.

The following texts have examples of compound sentences. The compound sentences are in **bold** for you. Look for the connecting word in each sentence.

Cassava

Today cassava is grown in many parts of Africa, but it originates from South America.

Portuguese traders brought it to Africa many years ago. It has become a staple crop in most parts of central and western Africa. Cassava is a tropical root crop that needs warm weather.

The largest producer of cassava is Brazil, but Thailand is the main exporter. Nigeria is the third largest producer of cassava in the world. Cassava is a good source of low-cost carbohydrate.

Bananas

Bananas are an ancient crop. **They grow well in tropical climates, and they are quite easy to produce.** The word ‘banana’ probably comes from a Congolese language or Arabic. In Arabic, the word ‘banana’ means finger or toe. **Bananas are delicious and they have many health benefits. Bananas and plantains come from the same family, but they are different in taste. Bananas are sweet, but plantains have lower sugar content.**

Practice

Activity 1

Identify whether the following sentences are examples of compound or simple sentences.

1. He tried to jump over the fence, but his trousers got caught on the post.
2. It rained all day yesterday.
3. My brother and sister went fishing for the first time.
4. Christopher studied really hard for the exam, so he got a good grade.
5. I agreed to play netball with my brother, so we went to the park.

Activity 2

Combine the pairs of simple sentences below into compound sentences.

1. I had a great time at the wedding. It was over too soon.
2. I do not know how to bake. I buy my cakes.
3. I went to the market. I bought a new pair of trousers.
4. I ate dinner. I did my homework.
5. He was tired. He went to bed.

Activity 3

Complete the following sentences to make a compound sentence.

Example: Peter was very tired, but...

Peter was very tired, but he refused to go to bed.

1. Alpha is afraid of heights, and...
2. I could not decide which dessert to have, so...
3. Yenor slipped in the mud, so...
4. I was really sick, so...
5. She was so hungry, but...

Lesson Title: Comprehension	Theme: Reading
Practice Activity: PHL-08-144	Class: JSS 2



Learning Outcomes

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

1. Identify and understand new words from the comprehension passage.
2. Read and discuss a longer comprehension passage.

Overview

Today, you will read a text about big African cities. Did you know that Lagos is the largest African city, followed by Cairo, Kinshasa, Luanda and Nairobi? When you read a longer text, try to identify the most important ideas and information. This will help you to summarise the text later.

Here are some words that will help you while reading the text:

- territory: part of a country that is under the control of a larger country but not formally part of that country
- magnificent: beautiful and impressive
- diversity: variety
- treble: three times
- decrease: to go down in number
- set to: about to (do something)

Practice

Activity 1

Read the following text and then answer the comprehension questions.

Big African Cities

Africa is a vast continent with a large number of different countries. In fact, the United Nations lists 57 countries and territories in Africa with a combined population of 1.216 billion people. Africa is a diverse continent with a variety of landscapes, cultures, people, traditions and languages. In fact, nobody knows exactly how many languages are spoken, but it is somewhere between 1,500 and 2,000. Africa is becoming more and more renowned for magnificent scenery, its wildlife, its diverse tribes, its rich cultural diversity, its warm welcome and its emerging cities.

Some of the cities on the continent are huge. The African city with the largest population is Lagos in Nigeria, which has over 21 million people. That is more than treble the size of the entire population of Sierra Leone! The second biggest African city is Cairo in Egypt, which has about 20 million people, and the third biggest is Kinshasa in DRC, which has a population of 13 million people. Then the cities start to decrease in size, with Luanda in Angola at 6.5 million

people and Nairobi in Kenya with 3.5 million. In contrast, in Sierra Leone the population of Freetown is just over a million people.

Africa is rising and is set to grow in terms of its economy, infrastructure and population. Many countries are looking towards Africa for trade, education and other ties.

Comprehension questions

1. What is the estimated number of languages spoken in Africa?
2. You learned the word 'renowned' in a previous lesson. What does it mean?
3. What is Africa becoming more and more renowned for?
4. What is the population of Lagos in Nigeria?
5. What is the population of Freetown?
6. In which ways is Africa set to grow?

Activity 2

Fill in the blanks in the following sentences with the words from the word bank.

magnificent	decrease	set	territory	diversity	treble
-------------	----------	-----	-----------	-----------	--------

1. A friend of mine has moved to a small British _____.
2. My father said he wants to _____ his income in ten years.
3. I think that Freetown is a _____ city.
4. I want to _____ the amount of time I spend doing homework.
5. My family is _____ to move to a different city next month.
6. There is so much _____ in animal and plant life in the rainforest.

Lesson Title: Comprehension: Prose	Theme: Reading
Practice Activity: PHL-08-145	Class: JSS 2



Learning Outcomes

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

1. Identify and understand new words from the selected text.
2. Read and discuss main ideas from the selected text.

Overview

Today, you will read another passage from the book, *Oliver Twist*. Try to recall what you read about last time. Oliver Twist was a poor young boy with no parents. He was just starting his journey to London. He was on the roadside, 70 miles away.

In this next part of the story, Oliver has arrived just outside of London and meets another boy called Jack Dawkins. The passage you will read today is a description of Jack Dawkins. Pay attention to the main ideas and important information as you read.

There are a lot of new and difficult words in this text. You will find words that you do not know and have never seen before. When you find an unfamiliar word, try to understand it in context. This means, use the words around it (contextual clues) to help you figure out the meaning. You will find that even without the definition of a word, you may still understand it because of the way it is used in a sentence.

Here is some vocabulary from the passage that will help you understand it:

- snub-nosed: with a short and wide nose
- flat-browed: the front, top part of the face is level
- ugly: the opposite of handsome or beautiful
- sharp: very focused and intelligent
- common-faced: very ordinary or usual looking

Practice

Activity 1

Read the following passage from *Oliver Twist* and answer the comprehension questions.

Excerpt from *Oliver Twist*

by Charles Dickens

He was a snub-nosed, flat-browed common-faced boy enough; and as dirty a juvenile as one would wish to see; but he had all the airs and manners of a man. He was short for his age: with rather bow-legs, and little sharp, ugly eyes. His hat was stuck on the top of his head so lightly, that it threatened to fall off at every moment – and would have done so, very often, if the wearer had not had a knack of every now and then of giving his head a sudden twitch, which brought it back to its old place again. He wore a man's coat, which reached nearly to his heels. He had turned the cuffs back, half-way up his arm, to get his hands out of his sleeves; apparently with the ultimate view of thrusting them into the pockets of his corduroy trousers; for there he kept them.

Comprehension questions

1. How did the author describe Jack Dawkins?
2. What picture is the author trying to create of Jack?
3. How did he wear his hat?
4. What kind of clothes did Jack wear?
5. Do you think Jack is poor or rich? Why?

Activity 2

The author of *Oliver Twist* spends a lot of time describing Jack Dawkins. He uses many adjectives to describe him. Try to use as many adjectives as you can to describe someone you know in 3–5 sentences.

Lesson Title: Sentences	Theme: Grammar
Practice Activity: PHL-08-146	Class: JSS 2



Learning Outcomes

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

1. Identify the features of complex sentences.
2. Use complex sentences correctly.

Overview

A **complex sentence** has at least one independent clause and one dependent clause. An independent clause can be a sentence on its own. A dependent clause cannot stand alone in a complete sentence.

Examples:

- I like the butternut squash when my aunt cooks it.

Example: 'I like the butternut squash' is a complete sentence. However, 'when my aunt cooks it' is not a complete sentence on its own. It is a dependent clause.

- The African city with the largest population is Lagos, which has over 21 million people.

Example: 'The African city with the largest population is Lagos' is a complete sentence. 'which has over 21 million people' is not complete. It is a dependent clause.

We use words like 'who' and 'which' to make a complex sentence. These are called **subordinating conjunctions**. 'Who' refers to people and 'which' refers to places and things. You can also use 'when' in complex sentences to refer to time.

Example: 'My parents were working in Ghana when I was born.'

Other examples of subordinating conjunctions used in complex sentences are: 'after', 'so', 'because', 'since', 'although', 'before', 'unless' and 'whenever'.

Practice

Activity 1

Identify which of the following sentences are complex sentences.

1. The mangoes are starting to ripen and the branches are becoming heavy.
2. We need to go collect more water.
3. The boys did not do their homework because they went to play football.
4. Michael's parents didn't know which story to believe.
5. The sun set and the birds stopped singing.

Activity 2

Combine the pairs of sentences below to make complex sentences. Use 'who', 'which' or 'when'.

Example: I was studying. The power went off.

I was studying when the power went off.

1. Mr Jolly was a happy man. He became my teacher.
2. I was at the beach. A big wave knocked my friend over.
3. Mount Kilimanjaro is a tall mountain. It is known for being the tallest in Africa.
4. My sister is a sneaky girl. She sometimes hides bananas in her room.
5. I was at school. A big storm came in.

Activity 3

Write a dependent clause to complete each complex sentence. Remember to use a subordinating conjunction.

Example: I like swimming...

I like swimming **when it is hot**.

1. My mother went shopping...
2. The phone rang...
3. My friend came to visit me...
4. I enjoy being outdoors...
5. The bird is happy...

Lesson Title: Sentences (Continuation)	Theme: Grammar
Practice Activity: PHL-08-147	Class: JSS 2



Learning Outcomes

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

1. Identify simple, compound and complex sentences.
2. Use simple, compound and complex sentences correctly.

Overview

A **simple sentence** has only one independent clause. Remember that subject + verb = clause. One clause is a thought or idea that is complete.

Example: 'I am Musa.'

- The subject in this sentence is 'I'
- The verb in this sentence is 'am'

A **compound sentence** has two independent clauses. A compound sentence is when we combine two sentences into one using a connecting word. 'And', 'but', 'for', 'or', 'so' and 'yet' are all connecting words. Each clause can stand alone as a sentence. But in a compound sentence, you use a connecting word to put them together.

Example: 'I am Musa and I live in Bombali district.'

- The subjects in this sentence are 'I' two times
- The verbs in this sentence are 'am' and 'live'

A **complex sentence** has at least one independent clause and one dependent clause. Remember, a dependent clause cannot stand alone in a complete sentence.

Example: 'I am Musa and I live in Bombali district, **which is in the northern province of Sierra Leone.**'

- The subjects in this sentence are 'I' two times
- The verbs in this sentence are 'am', 'live' and 'is'
- There are three clauses in this sentence, but only two of the clauses can stand alone as complete sentences
- The section in **bold** is the dependent clause

Practice

Activity 1

Put the sentences below into the correct columns in the table.

Simple Sentences	Compound Sentences	Complex Sentences

1. We have to go to bed when the clock shows it is 9 o'clock.
2. Many brave soldiers fought in the war, and they received medals.
3. She dropped the pan and the plate.
4. The big, brown cow drank its water lazily.
5. My brother and I rode our bikes after we ate lunch.
6. The drummers played a long time, so afterwards they were tired.

Activity 2

Change the simple sentences below into compound or complex sentences.

1. I love to read. It makes me so relaxed.
2. She had a fun birthday party. She did not have to clean up that day.
3. We ran home. We hid from my brother.
4. It was hard to see. I kept driving in the rain.
5. Marie wanted to go to the party. Her mother said no.

Activity 3

Rewrite the following paragraph so the simple sentences become compound and complex sentences.

It was Wednesday. I was tired. I did not go to sleep early enough last night. I stayed up late doing my homework. I should have done my homework earlier. I chose to play with my friends instead.

Lesson Title: Verb Tenses	Theme: Grammar
Practice Activity: PHL-08-148	Class: JSS 2



Learning Outcome

By the end of the lesson, you will be able to recall and use the three forms of the future tense in sentences (the simple future tense, the future continuous tense and the future perfect tense).

Overview

Today you are going to revise the three future tenses: simple future, future continuous and future perfect. The **simple future tense** is used for something that will happen in the future. The **future continuous tense** is used for actions in progress at a future time. The **future perfect tense** is used for something that will happen before something else.

Below are the rules for making the future tenses:

- Simple future tense: subject + will/shall + be + main verb
- Future continuous tense: subject + will + be + main verb + 'ing'
- Future perfect tense: subject + will + have + past participle

Read the following paragraph and look at the examples of the future tenses in **bold**.

Next week, Fatmata **will be** thirteen. She **will not have** a party, but she **will have** a big cake and all her friends **will go out** with her to the park. They **will be playing** lots of games, but she **will not be swimming** in the lake. She cannot swim. Her dad has told her he **will be giving** her swimming lessons. By her fourteenth birthday, she **will have learned** how to swim.

Look at the differences between those examples.

- These verbs are all in the simple future tense: will be, will not have, will have, will go out.
- These verbs are in the future continuous tense: will be playing, will not be swimming, will be giving.
- This verb is in the future perfect tense: will have learned.

Practice

Activity 1

Identify whether the following sentences are examples of the simple future, future continuous or future perfect tense.

1. I suppose the play will be finishing at about 5 o'clock.
2. I shall be very sad if you are unable to make my party.
3. By the end of the week he will have spent all his money.
4. Sorry, but I can't come at that time. I will be playing netball with my classmates.
5. By the time you arrive, she will have gone.

Activity 2

Use the future perfect tense to complete the following sentences. The first sentence is written to help you complete the exercise.

Example: I am reading a book. By the end of the evening, I _____ the book.

By the end of the evening, I **will have finished** the book.

1. I am writing my term paper.

By this time next month, I _____ my term paper.

2. Mohammed is cleaning his room.

By the time his parents arrive, Mohammed _____ his room.

3. My father is making dinner.

By the time our family arrives, my father _____ dinner.

4. We are moving our things to the dorm.

By this time next week, we _____ all of our things to the dorm.

Activity 3

Complete the following sentences using either the future simple or the future continuous tense.

1. My brother is very upset today. I _____ (try) to talk to him.

2. This time next week, I _____ (relax) on holiday.

3. Do you think you _____ (still work) here in five years?

4. I think she _____ (pass) tomorrow's exam.

5. The President _____ (meet) the Prime Minister before flying back home.

Lesson Title: Comprehension	Theme: Reading
Practice Activity: PHL-08-149	Class: JSS 2



Learning Outcomes

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

1. Identify and understand new words from the comprehension passage.
2. Read and discuss a longer comprehension passage.

Overview

Today, you are going to read a text about Malawi. Malawi is a country in south-eastern Africa. It has the third largest lake in Africa, and the ninth largest lake in the world.

As you read the text, there may be words you do not understand. Try to infer and understand the meaning of the new words by looking at the words around them. We call this using 'contextual clues.'

Here is some vocabulary to help you as you read:

- consumption: eating, using or buying something
- smallholder: a person who runs a small farm
- commercial value: the value a thing would have if it were for sale
- concentrated: existing together in one place
- availability: easy to get or use
- threat: possibility that something bad could happen

Practice

Activity 1

Read the following text and answer the comprehension questions.

Agriculture in Malawi

Malawi, like many other countries, depends on agriculture for two main reasons – firstly, to feed its citizens and secondly for its foreign exports. Agriculture makes up 90% of Malawi's export earnings. The main crops in Malawi are maize, tobacco, tea, cotton and coffee. The former is a staple crop, which is produced for consumption, while the others are cash crops. This means they are grown for their commercial value. Most of the farming in Malawi is carried out by smallholder farmers who sell their crops in the marketplace. The large commercial farms, which mainly produce tobacco, are concentrated in the south of the country and around the capital city, Lilongwe.

Fishing is also important in Malawi and provides many Malawians with a rich source of protein. It is also beneficial to the economy and accounts for about 200,000 jobs. However, Lake Malawi is suffering from the effects of both overfishing and pollution, which are threatening the availability of this important staple food for Malawians.

Comprehension questions

1. How does Malawi depend on agriculture?
2. What are the main crops in Malawi?
3. Who is most of the farming being done by?
4. What do the large commercial farms produce?
5. How many jobs does fishing account for?
6. What are some of the problems associated with fishing?
7. What do you think could be done to protect fishing in Malawi?

Activity 2

Use the words in the word bank to complete the sentences below.

concentrated	threat	smallholder	consumption	availability
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1. Large birds and owls are a _____ to the chickens on the farm.
2. I really want my mother to buy mangoes at the market, but she says it depends on their _____.
3. All of the shops selling tools are _____ in one area.
4. My cousins have a _____ farm.
5. There is rising _____ of petrol in most parts of the world.

Lesson Title: Comprehension: Prose	Theme: Reading
Practice Activity: PHL-08-150	Class: JSS 2



Learning Outcomes

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

1. Identify and use new words from the selected text.
2. Read and discuss the main ideas from the selected text.

Overview

Today, you will continue to read about the story *Oliver Twist* by Charles Dickens. The last time you read a passage, Oliver had met a boy called Jack Dawkins and the author gave a description of him.

Here is some vocabulary to help you as you read:

- orphan: someone with no parents
- thief: someone who steals as a job
- jail: place criminals go when they are caught
- kidnap: to steal a person
- rob: to steal money or things
- nasty: bad, not nice.

Practice

Activity 1

Read the following summary and answer the comprehension questions.

Summary of *Oliver Twist*

Jack Dawkins befriends Oliver and takes him to London, where he introduces him to Fagin. Fagin is a criminal, who takes in young orphan boys and trains them to pick pockets for him. Oliver is trained to be a thief, and Fagin sends him out onto the streets of London with some of the other boys to steal things from people's pockets. Oliver is upset when the boys try to steal from an elderly gentleman. He runs off but is caught. He almost ends up in jail for his crimes, but the kind elderly gentleman takes him to his house and he and his wife look after Oliver. Fagin wants Oliver back and sends two of his gang to kidnap him. Oliver is forced into a life of crime again. This time, he is sent to rob a rich household but is shot during the robbery. The two women who own the house feel sorry for Oliver and he stays there to be cared by them. Fagin wants Oliver back and he is kidnapped by Fagin's gang members again. The plot develops and Oliver has more bad luck.

In the end, good overcomes evil and the elderly gentleman and his wife adopt Oliver. The main theme in the novel is that crime does not pay. All the criminals and nasty characters in *Oliver Twist* pay for their crimes and do not have happy endings.

Comprehension questions

1. What does Fagin train Oliver to do?
2. What makes Oliver upset?
3. Why doesn't Oliver end up in jail?
4. What happens to Oliver when he is sent to rob a rich household?
5. What happens to Oliver in the end?
6. What is the moral of the story?

Activity 2

Use the following words in a sentence.

1. rob
2. orphan
3. thief
4. jail
5. nasty

Answer Key – JSS 2 Term 3

Lesson Title: Verb Tenses
Practice Activity: PHL-08-101

Activity 1

1. was standing
2. were screaming
3. was writing
4. were driving
5. was explaining

Activity 2

1. were speaking
2. was tying
3. were hiding
4. was praying
5. were washing

Activity 3

1. I **was listening** to music on the radio last night.
2. The pupils **were reading** that chapter in the lesson yesterday.
3. We **were practising** our play in the hall when you came to school.
4. The children **were walking** in a straight line towards the playground this morning.
5. Kadie **was falling** from her bed when I entered the room.

Activity 4

1. The man **was not standing** at the bus stop when I reached there.
2. The children **were not screaming** when the teacher entered the classroom.
3. Foday **was not writing** a letter to his grandmother last night.
4. My cousins **were not driving** to my house when you called me.
5. My mother **was not explaining** the story to me this morning.

Activity 5

1. **Was she getting** along well with her sister last year?
2. **Were the thieves escaping** the house when the police came?
3. **Was Emivia cutting** the grass when the cow ran away?
4. **Were you making** my favourite dish yesterday?
5. **Were the plants** growing quickly because of the sunlight?

Lesson Title: Verb Tenses (Continuation)
Practice Activity: PHL-08-102

Activity 1

1. had found
2. had eaten
3. had not filled
4. had you watered
5. had you asked

Activity 2

1. had killed
2. had mixed
3. had begun
4. had finished
5. had closed

Activity 3

1. The monkey **had not climbed** the wall when we went to chase it away.
2. The fisherman **had not caught** any fish when we reached the riverbank.
3. The dish **had not burnt** by the time I ran to the kitchen.
4. Mustapha **had not left** the building before the fire started.
5. By the time your letter reached her, she **had not moved** to another house.

6. When you called on the telephone, she **had not gone** to bed.

Activity 4

1. **Had** they **celebrated** her birthday when John reached the party?
2. When the gardener looked at the tree, **had** the birds **flown** away?
3. **Had** Mahmadu **bought** the vegetables when the market closed?
4. **Had** the pupil **written** all of her answers when the examination ended?
5. **Had** the flower **bloomed** when spring started?

Lesson Title: Comprehension
Practice Activity: PHL-08-103

Activity 1

1. The writer asks why some people hate sport.
2. The writer likes sport. Example sentences: Sport is an amazing thing. Well, it keeps you physically fit and also makes you happy.
3. Endorphins are chemicals released in the brain when people exercise. They make people happy.
4. People learn how to talk to others when they play sport.
5. Sports fans can be noisy and rude.
6. c. simple present tense

Activity 2

1. amazing 2. loathe 3. useful 4. responsible 5. expands 6. goal

Activity 3

1. amazing 2. common 3. football, badly-behaved, noisy, rude 4. important, good

Lesson Title: Comprehension
Practice Activity: PHL-08-104

Activity 1

1. Tamba and Sao liked digging for treasure the most.
2. They woke up early to dig before the day became too hot.
3. He smiled because he had a plan to make the boys happy. He planned to put coins in the hole.
4. It was the sound of their spade hitting the coins.
5. It means that grandpa did not have any money left in his pockets but he was happy.
6. b. to make the boys happy.

Activity 2

1. hated 2. always 3. cold 4. full 5. inside 6. sad 7. lost 8. crying/frowning

Lesson Title: Comprehension (Continuation)

Practice Activity: PHL-08-105

Activity 1

1. Zinab likes learning new things. She wants to find out more about the world.
2. Zinab wants a good career so she can help her family financially.
3. Musa likes his farm more than the school.
4. Musa feels he is not a good pupil.
5. Musa thinks his teachers do their very best to teach him.
6. Answers will vary. Example: I would tell Musa that going to school would improve his future and help him get a good job.
7. Fatmata wants to go to medical school and help sick people.
8. Answers will vary. Example: Musa is most likely to leave school early. He does not think he is a good pupil and wants to work on his family's farm.

Activity 2

1. career
2. financially
3. guilty
4. hard
5. grades

Activity 3

Example sentences:

1. eager: I was eager to go the party and have fun.
2. earn: The businessman will earn a lot of money in a few years.
3. enthusiastic: The children were enthusiastic about going to the beach.
4. apologises: Whenever my younger brother loses my things, he apologises to me.
5. career: A good education will help us get a good career later.

Lesson Title: Composition (Descriptive and Narrative)
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Practice Activity: PHL-08-106

Activity 1

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

Activity 2

1. descriptive
2. narrative
3. narrative
4. descriptive

Lesson Title: Composition
Practice Activity: PHL-08-107

Activity 1

Example outline: My First Day at Junior Secondary School

<u>Title:</u> From Scary to Caring
Introductory paragraph: <ul style="list-style-type: none">• How old were you? 13 years old• How did you feel when you woke up? Nervous and excited
Body: <ul style="list-style-type: none">• How did you feel when you arrived at school? Scared• What did you do at school? Sat at the back of the class, quietly• Who did you meet? I met a new friend who was also scared.• What was your new class like? What was your new teacher like? What were the lessons like? Teacher was very helpful and supportive.• What happened as the day continued? What were the events and in what order? I had a Maths lesson and played football.• What was the best part of the day? We had a football lesson where I scored a goal.
Concluding paragraph: <ul style="list-style-type: none">• How do you feel about that day now? It was a fun and memorable day.

Activity 2

Example narrative composition:

From Scary to Caring

I still remember my first day at Junior Secondary School. That day, I woke up feeling anxious and scared. Even as I entered school, I wanted to run back home. Would the big boys bully me? Would the subjects be very hard? Would the teachers be very strict? I had so many questions! I went and found a seat right at the back of the class. I thought nobody would notice the new boy sitting quietly on the last bench. But Hassan did. He was also scared to face the new academic year. He had also found a seat at the back.

The first lesson was Math and the teacher was not too strict. She had a nice smile and told us all that we would do well if we tried to enjoy Math and paid attention in class. I was solving a problem in my exercise book and I saw the teacher looking at my work. I thought she would be upset about a mistake I was making, but instead she helped me solve the problem. But the best part of the day was when we went to the football field. I felt excited, because I was good at football. Right away, I scored a goal for my team, then another. My classmates all cheered for me. I felt very special.

I started the day very nervous. But the first day of Junior Secondary School was great! I made a new friend and learned not to be scared.

Lesson Title: Composition (Continuation)

Practice Activity: PHL-08-108

Activity 1

Example outline:

Title: Rivers to Hills
Introduction: My town – a village, hills, rivers, birds, living here since I was born
Main body: <ul style="list-style-type: none">• Use the five senses – quiet, calm, green, rolling hills, rushing river, chirping birds• Use adverbs and adjectives to make it interesting: joyful, homely, unpolluted, clean, fresh air
Conclusion: Even if I grow up and move somewhere else, I will always come back to this place.

Activity 2

Example composition:

From Rivers to Hills

I live in a village called Juma, which is 45 kilometres away from Freetown. It is a wonderful place with beautiful trees, rivers and hills. Many families live here, some by the river and some on the hill.

The village homes start close to the river. It is a very fast-flowing river with lots of water. The water can be different colours. It depends on the weather. There are many different kinds of trees. They have various kinds of leaves – big, small, dark green, light green and sometimes even yellow. Because there are so many trees, there are also many birds. You can hear them singing songs all day.

If you walk to the other end of my village, you reach the hills. The hills are high, and sometimes it looks like they are touching the beautiful white clouds. There are few houses on the hills, but there is grass all over them. More people live by the river, and many bring their goats or other animals up on to the hills to graze.

The best part about my village is that it is unpolluted and clean. The air is clear. When I grow up, I want to live here. Even if I have to move for a job or to study, I will always come back here.

Lesson Title: Poetry

Practice Activity: PHL-08-109

Activity 2

1. They took honey and money.
2. The pussycat likes how the owl sings.
3. They went to buy a ring from Piggy-wig. It is probably a pig.
4. They celebrated by eating and then dancing in the moonlight.
5. Piggy-wig helped by giving them a ring. The turkey got them married.

Activity 3

1. tarried 2. away 3. stood 4. will 5. quince 6. moon 7. sand

Activity 4

Example rhyming words:

1. day: stay, lay 2. wood: hood, should 3. hill: bill, kill 4. hand: stand, band

Lesson Title: Poetry (Continuation)
Practice Activity: PHL-08-110

Activity 2

Examples:

1. You elegant fowl!
How charmingly sweet you sing!
2. 'Dear Pig, are you willing to sell for one shilling
Your ring?' Said the Piggy, 'I will.'
3. They dined on mince, and slices of quince,
Which they ate with a runcible spoon
4. So they took it away, and were married next day
By the Turkey who lives on the hill.
5. They danced by the light of the moon.

Activity 3

Example poem:

In my village,
the trees stand proud,
the rivers are loud,
and you can hear the waters from far away.
In my village,
the grass is green,
like a flowering queen,
nature welcomes you to stay.
In my village,
the birds sing,
and the winds bring,
songs in the night and the day.

Lesson Title: Verb Tenses
Practice Activity: PHL-08-111

Activity 1

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

Activity 2

1. comes
2. pours
3. is looking
4. are tearing
5. has answered
6. have shown

Activity 3

1. I **am whispering** to my sister.
2. They **bring** their daughter with them.
3. The moon **has risen**.
4. The woodcutter **has cut** the tree.
5. The teacher **hands out** the papers.
6. The children **are breaking** our window.

Lesson Title: Verb Tenses (Continuation)
Practice Activity: PHL-08-112

Activity 1

1. past perfect
2. past continuous
3. past perfect
4. simple past
5. past continuous
6. simple past

Activity 2

1. was stretching
2. spilled
3. was putting
4. grew
5. had run
6. had flipped

Activity 3

1. was watching
2. left
3. had shattered
4. had lied
5. bought
6. was drinking

Lesson Title: Verb Tenses (Continuation)
Practice Activity: PHL-08-113

Activity 1

1. will have risen
2. will have hatched
3. will have told
4. will have laughed
5. will have found

Activity 2

1. The musician **will not have started** his performance by the time you arrive.
2. I **will not have solved** your problem by the time you reach my house tomorrow.
3. The **train will not have left** before you reach the station.
4. The family **will not have surprised** the birthday girl before we get there.
5. The other boy **will not have finished** the race half an hour before I do.

Activity 3

1. **Will the machine have stopped** working by the time the repairman comes?
2. **Will the bus have departed** before you reach the bus station?

3. Will the weather have changed by this time next week?
4. In the next fifteen minutes, will all this ice have melted?
5. By the end of the year, will I have learned how to solve fractions in Math?

Lesson Title: Composition
Practice Activity: PHL-08-114

Activity 1

Example outline:

<u>Attention-grabbing Title: A Stitch in Time Saves Nine</u>
<p>Introductory paragraph:</p> <ul style="list-style-type: none"> • What is the article mostly about? Why being punctual helps • Which main things will be explained in the article? Different benefits of being on time
<p>Body:</p> <ul style="list-style-type: none"> • Paragraph 1 ideas: People will trust you more. • Paragraph 2 ideas: You will organise your time better. • Paragraph 3 ideas: You will be able to achieve your goals on time.
<p>Concluding paragraph:</p> <ul style="list-style-type: none"> • Summary of the main ideas: Your life will improve. • Suggestions/improvements: Make use of calendars and timetables.
Your name
Your class/designation

Activity 2

Example article:

A Stitch in Time Saves Nine

Are you the kind of pupil that can never finish work on time? If the answer is 'yes', then you are like me. I have worked on this problem and I have learned that being punctual has many benefits.

The biggest benefit of being punctual is that people start trusting you more and taking you seriously. For example, if my mother gives me a household chore to do, such as washing or cleaning, I make sure that I do it on time. This means that my mother does not have to nag me. It shows that she can trust me.

You should value your own time too. When you organise your time, you are able to plan for your future better. When I finish my homework on time, I am able to plan my friend's birthday party easily. On the other hand, my friends who have still not completed their homework cannot help plan or come to the party.

When you are punctual, you can reach your goals more easily. If you wake up on time, you can start studying for your exams on time. If you meet your friends on time, you have more time to play and talk to them.

Being punctual has many benefits. I use a timetable to help me be punctual. You should try it too, especially for planning your studies. I hope you can all take a lesson from my experience and improve your lives.

by Morlay Boima

JSS 2

Lesson Title: Composition (Continuation)
Practice Activity: PHL-08-115

Activity 1

Example outline:

<u>Attention-grabbing Title: Absent Ma'am!</u>
<p>Introductory paragraph:</p> <ul style="list-style-type: none"> • What is the article mostly about? Why so many pupils are absent from schools • Which main things will be explained in the article? What can be done to change that
<p>Body:</p> <ul style="list-style-type: none"> • Paragraph 1 ideas: Attendance in schools • Paragraph 2 ideas: How pupils can be motivated to go to school • Paragraph 3 ideas: What parents can do
<p>Concluding paragraph:</p> <ul style="list-style-type: none"> • Summary of the main ideas: Education and scores are better with good attendance • Suggestions/improvements: Give marks for attendance
Your name
You designation/school name

Activity 2

Example article:

Absent Ma'am!

When the teacher takes attendance in school, it is very common to hear the words, 'Absent ma'am!' According to a recent survey, most schools in Sierra Leone have poor attendance, with only 40% of pupils attending regularly. This is indeed sad because attendance is important for a good education.

In Freetown, many pupils are absent because they are playing at the beach or wasting time. However, in villages and rural areas, pupils are absent for many reasons. Some of those reasons include the distance to school, lack of teachers, pupils' poor performance or parents' disinterest.

Pupils need to be reminded that they cannot score well in their examinations if they do not come to school and learn. They cannot go to SSS or university if they do not get good marks in school. Parents play the biggest role in sending their children to school. Parents should be reminded not to make the child skip school to work at home or on the farm. They should make sure that their child goes to school even if it is far away. Teachers should remind parents about this regularly.

To have a secure and good future, it is important to attend school now. If teachers and parents come together, pupil absenteeism can be decreased.

by Morlay Boima

JSS 2, Excellent Doves Secondary School

Lesson Title: Comprehension: Prose

Practice Activity: PHL-08-116

Activity 1

1. It was a war of independence fought from 1967–1970 in Nigeria.
2. The first paragraph gives the reader background information on where and when the novel is set.
3. The second paragraph is about the five strong characters of the novel.
4. The writer is trying to tell the reader about the different themes in the novel.
5. Olanna is in love with someone and cannot be without him. She feels powerless around him and needs him.

Activity 2

1. famous
2. centred on
3. wealthy
4. ordinary/everyday
5. brief

Activity 3

Example sentences:

1. When I grow up and earn my own money, I will feel **independent**.
2. I am a **loyal** friend who is always there to help my friends.
3. I was **shy** and did not like to talk to people when I was young.
4. Poor people who do not have homes **suffer** in the rainy season.
5. I do not want to **disappoint** my parents by getting bad marks in my exams.

Lesson Title: Comprehension: Prose (Continuation)
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Practice Activity: PHL-08-117

Activity 1

1. The first passage explains what the first story of the novel is about.
2. It means to lose importance or leadership in his tribe.
3. It means the problems faced by a man living in a particular place, town or city.
4. Okonkwo has little patience and a lot of ambition.
5. The arrival of foreigners leads to Okonkwo losing his culture.
6. It means it helps the reader to visualise and understand the story well.

Activity 2

1. powerful
2. battle
3. examines
4. collapse
5. foreign

Activity 3

Example sentences:

1. You need to have **patience** when you learn a new skill.
2. In our **culture**, women are given a lot of importance.
3. We need to get along with people in our **society**.
4. I have an **ambition** to be a successful businessman when I grow up.
5. The building may **collapse** after the fire.

Lesson Title: Question Tags

Practice Activity: PHL-08-118

Activity 1

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

Activity 2

1. didn't they?
2. isn't it?
3. won't he?
4. can't you?
5. didn't he?

Activity 3

1. do you?
2. will I?
3. are they?
4. has he/she?
5. can she?

Lesson Title: Question Tags (Continuation)

Practice Activity: PHL-08-119

Activity 1

1. don't they?
2. don't you?
3. doesn't it?
4. doesn't he/she?
5. doesn't she?

Activity 2

1. do you?
2. do they?
3. does it?
4. do they?
5. does he?

Activity 3

1. Roses are red, **aren't they?**
2. The sun rises in the east, **doesn't it?**
3. Your father likes reading, **doesn't he?**
4. This isn't a good song, **is it?**
5. Your teacher doesn't like noise, **does she?**

Lesson Title: Question Tags (Continuation)
Practice Activity: PHL-08-120

Activity 1

1. didn't they?
2. didn't you?
3. didn't I?
4. didn't he?
5. didn't she?

Activity 2

1. did you?
2. did they?
3. did it?
4. did he?
5. did she?

Activity 3

1. You didn't bake a cake, **did you?**
2. The pupils cheated on the exam, **didn't they?**
3. He fought with his brother, **didn't he?**
4. She cancelled the meeting, **didn't she?**
5. You enjoyed eating fruit when you were younger, **didn't you?**

Lesson Title: Comprehension
Practice Activity: PHL-08-121

Activity 1

1. The writer dislikes city life.
2. Most paragraphs speak against city life.
3. The main idea of the second paragraph is that city life can be lonely without a family.
4. City life is unhealthy because of the traffic, noise and pollution, and the lack of fresh food.
5. Example summary of the second and third paragraphs: City life can be quite lonely without a family or support system. It is also unhealthy because of the noise, pollution and traffic. You inhale harmful air and eat food that is not fresh.
6. Example summary of the whole passage: City life can be quite exciting if one is ambitious and enthusiastic, but it has its drawbacks. It can be quite lonely without a family or support system. It is also unhealthy because of the noise, pollution and traffic. You inhale harmful air and eat food that is not fresh.

Activity 2

1. young people
2. likes
3. disadvantages
4. breathe in
5. harmful

Activity 3

1. in front
2. nobody
3. dislikes
4. with
5. benefits
6. Exhale

Lesson Title: Comprehension (Continuation)

Practice Activity: PHL-08-122

Activity 1

1. The writer has written about the first day at Junior Secondary School.
2. The writer was scared that he or she might get bullied, may find the subjects difficult or have strict teachers.
3. The writer sat at one of the back benches.
4. The writer did not smile back at Hassan when he smiled at him or her.
5. It means that the day got better.
6. The writer felt special because everybody cheered for him or her, clapped and made him or her feel good.

Activity 2

Example synonyms:

1. busy
2. properly
3. difficult
4. nervous
5. impolite
6. extremely
7. compliments

Activity 3

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

Lesson Title: Possessive Adjectives
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Practice Activity: PHL-08-123

Activity 1

1. her
2. my
3. your
4. their
5. our

Activity 2

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

Activity 3

1. That is **her** room.
2. That is **their** old mansion.
3. Those are **his** yellow shoes.
4. Is this **your** car?
5. The house on that hill is **my** house.

Lesson Title: Possessive Adjectives (Continuation)

Practice Activity: PHL-08-124

Activity 1

1. those
2. this
3. those
4. these
5. those

Activity 2

1. that
2. this
3. this
4. these
5. those
6. that

Activity 3

‘Look, Amadu!’ said **my** father, standing at our new house. ‘This is **our** house. **This** house belongs to our whole family now. We have built it. But remember, apart from **this** house,

everything else belongs to **this** village in which we are right now. This is as much **your** village as it is mine. So we must take care of it.'

Lesson Title: Possessive Adjectives (Continuation)

Practice Activity: PHL-08-125

Activity 1

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

Activity 2

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

Activity 3

When it gets cold in **my** house, we bring the blankets out. My mother gave me **this** blanket which is covering me right now. She gave **my** sister a red blanket. But my sister does not like **that** blanket. She has another blanket in **her** own cupboard and she likes to use **that** one, not this one.

Lesson Title: Comprehension: Prose

Practice Activity: PHL-08-126

Activity 1

1. The first paragraph is about Kambili's house, her family and her brutal father.
2. They leave the house because there is civil unrest in Nigeria.
3. They feel free because the aunt's house is full of noise and laughter, and is free from fear.
4. The book is about growing up and the promise of freedom. It is also about family.
5. She grows up to realise she can be independent and make her own decisions.
6. Answers will vary. Example answer: Yes, it sounds like an interesting and an inspiring book.

Activity 2

1. high – adjective 2. controls – verb 3. violent – adjective 4. suffer – verb 5. setting – noun

Lesson Title: Comprehension: Prose (Continuation)
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Practice Activity: PHL-08-127

Activity 1

1. The book is made up of a series of long letters.
2. Ramatoulaye starts writing to her friend to tell her about how she had become a widow.
3. She discovers that her husband had had a secret second wife for more than twenty years.
4. The different themes are polygamy, death rituals and life in Senegal.
5. The book becomes about educated women, the next generation and their expectations from life.

Activity 2

Example antonyms:

1. short 2. sender 3. finishes 4. ancient 5. badly

Lesson Title: Comprehension: Prose (Continuation)
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Practice Activity: PHL-08-128

Activity 1

1. The book was written in 1837. That is why it has complicated, old-fashioned English.
2. Dickens is describing the start of a day in a city.
3. It means that the sun had come up and the day was getting brighter.
4. The waggoner would be late because he was on the wrong side of the road.
5. It means a few people, far away from each other.

Activity 2

1. calm
2. bright
3. cooler
4. open
5. ended
6. leaving
7. early

Lesson Title: Prepositions

Practice Activity: PHL-08-129

Activity 1

1. on
2. under
3. on
4. at
5. on
6. between
7. along
8. to

Activity 2

1. in
2. in
3. at
4. on
5. in
6. at
7. on

Activity 3

1. to
2. on
3. at
4. with/beside/in front of/behind
5. between
6. along/beside/on

Lesson Title: Verb Tenses: Regular verbs

Practice Activity: PHL-08-130

Activity 1

1. watched; finished
2. played
3. tried
4. studied; passed
5. dropped

Activity 2

1. arrived
2. chased
3. worked
4. called
5. liked

Activity 3

1. needed
2. closed
3. knocked
4. opened
5. Locked

Lesson Title: Verb Tenses: Irregular Verbs

Practice Activity: PHL-08-131

Activity 1

1. irregular – drank
2. regular – dropped
3. regular – loved
4. irregular – ate
5. irregular – fell
6. irregular – ran
7. regular – laughed
8. regular – kicked

Activity 2

1. got up
2. met
3. caught
4. slept
5. had
6. came
7. did; went
8. knew; were

Activity 3

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

Lesson Title: Verb Tenses: Irregular Verbs (Continuation)
--

Practice Activity: PHL-08-132

Activity 1

1. taught 2. got 3. win 4. hurt 5. hit 6. said

Activity 2

1. read 2. seen 3. said 4. left 5. kept

Activity 3

Example sentences:

1. I **brought** my books to school.
2. That bag **cost** me a lot of money!
3. She **cut** the pie into two equal halves.
4. My mother **hung** your picture up on the wall.
5. I **held** my sister's baby for the first time yesterday.

Lesson Title: Verb Tenses: Irregular Verbs (Continuation)
--

Practice Activity: PHL-08-133

Activity 1

1. kisses 2. fixes 3. washes 4. goes 5. hurries

Activity 2

1. tries 2. catches 3. watches 4. dries 5. carries

Activity 3

1. cries 2. dresses 3. washes 4. teaches 5. pays

Lesson Title: Comprehension

Practice Activity: PHL-08-134

Activity 1

1. I took a **glance** over my shoulder when I walked down the dark street.
2. My sister always forgets her lunch. She is so **forgetful**!
3. I felt **embarrassed** when I did not prepare for the presentation.
4. My mother started to **panic** when she couldn't find my little brother.
5. Sometimes I like to **wander** on the beach.

Activity 2

1. Edward felt bad about telling a lie, but he was also embarrassed.
2. Edward read books, played outside and went fishing to distract himself.
3. His grandfather learned the truth because Edward accidentally told him when he sat down for dinner.
4. No, his grandfather was not angry.
5. The lesson was that a forgetful person should never lie.

Lesson Title: Comprehension (Continuation)

Practice Activity: PHL-08-135

Activity 1

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

Activity 2

1. bred 2. lad 3. make a living 4. vast 5. characters 6 train of ideas

Lesson Title: Direct and Indirect Speech
Practice Activity: PHL-08-136

Activity 1

1. direct
2. direct
3. indirect
4. direct
5. indirect

Activity 2

1. 'It is too hot today to run,' he said.
2. No correction
3. My mother said, 'You better not be late for dinner!'
4. No correction
5. 'Are you going to walk home from school?' he asked.

Activity 3

1. He said that he likes his football.
2. She said that she lives just down the street from here.
3. Timothy said that he's going to work in the fruit stand.
4. My mother said she loves her job working in the dress shop.
5. She said Justice meets her friend every afternoon.

Lesson Title: Direct and Indirect Speech (Continuation)
Practice Activity: PHL-08-137

Activity 1

1. indirect
2. direct
3. indirect
4. direct
5. indirect

Activity 2

1. He said
2. They said
3. She told us
4. I said
5. They reported

Activity 3

Example conversation:

'I am trying to hurry!' I said to my sister.

'Hurry faster!' she said back to me, 'We are going to be late.'

'I just need to find my glasses,' I said.

'You are so silly, they are on your head!' my sister said, laughing.

Lesson Title: Direct and Indirect Speech (Continuation)
--

Practice Activity: PHL-08-138

Activity 1

1. was
2. mother; had
3. he; was; next/following
4. they; had; before
5. would

Activity 2

1. She said she was so thirsty that day.
2. Fudia shouted not to leave without her.
3. My father asked why I looked so upset.
4. He said that the birds singing in the morning was a nice way to wake up.
5. My sister said not to forget my book bag.

Activity 3

1. She asked me where I lived.
2. He asked me if I spoke English.
3. Jonathan asked me if I would arrive by taxi.
4. My mother asked me if I had made the cake.
5. They asked me if I ate lunch alone.

Lesson Title: Comprehension

Practice Activity: PHL-08-139

Activity 1

1. Tourism can showcase the best a country has to offer the world.
2. Tourism can help a country recover from war, natural disasters and other troubles.
3. Governments might invest in roads because tourists expect a nice way to travel when they visit.
4. Tourism can help to create jobs.
5. If tourists have a positive image of a country, they will tell others and then more tourists will come.

Activity 2

1. foreigner
2. role
3. flocked
4. vibrant
5. infrastructure
6. Showcase

Lesson Title: Comprehension: Prose

Practice Activity: PHL-08-140

Activity 1

1. The Uruhu celebration is an independence day celebration.
2. It is Kenya's independence from Britain.
3. A group of villagers are the subject of the book.
4. At the beginning of the story, villagers go to Mugo's door.

5. Kihika is captured and hanged.

Activity 2

Example sentences:

1. The newspaper reported that the thief had been **captured**.
2. My grandparent's house has a **thatch** roof.
3. My sister **denied** eating the last sweet but I didn't believe her.
4. After playing with the coal, I was **sooty** and needed a bath.
5. My brother seemed **haunted** by his nightmares.

Lesson Title: Sentences
Practice Activity: PHL-08-141

Activity 1

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

Activity 2

1. subject – bus; verb – stopped
2. subject – sister and brother; verb – tired
3. subject – I; verb – looked
4. subject – we; verb – waited
5. subject – train; verb – was late

Activity 3

1. complex
2. compound
3. simple
4. complex
5. compound
6. simple

Lesson Title: Sentences (Continuation)
Practice Activity: PHL-08-142

Activity 1

1. yes 2. no 3. no 4. yes 5. yes 6. no

Activity 2

1. I like tea without milk. He likes tea with milk.
2. He rode his bike. I walked.
3. My aunt works in the city. She lives in the village.
4. My brother did his homework. He forgot to bring it to school.
5. You can eat those bananas. You can try these mangoes.

Lesson Title: Sentences
Practice Activity: PHL-08-143

Activity 1

1. compound
2. simple
3. simple
4. compound
5. compound

Activity 2

1. I had a great time at the wedding, but it was over too soon.
2. I do not know how to bake, so I buy my cakes.
3. I went to the market and bought a new pair of trousers.
4. I ate dinner, then I did my homework.
5. He was tired, so he went to bed.

Activity 3

Example sentences:

1. Alpha is afraid of heights, and he cried.
2. I could not decide which dessert to have, so I tried all of them.
3. Yenor slipped in the mud, so she had to see the doctor.
4. I was really sick, so I could not go to school.
5. She was so hungry, but there was no food.

Lesson Title: Comprehension
Practice Activity: PHL-08-144

Activity 1

1. It is estimated that somewhere between 1,500 and 2,000 languages are spoken in Africa.
2. 'Renowned' means to be well-known for something.
3. Africa is becoming renowned for its scenery, wildlife and rich cultural diversity, as well as its diverse tribes and warm and welcoming cities.
4. The population of Lagos in Nigeria is over 21 million people.
5. The population of Freetown is just over 1 million people.
6. Africa is set to grow in terms of its economy, infrastructure and population.

Activity 2

1. territory
2. treble
3. magnificent
4. decrease
5. set
6. Diversity

Lesson Title: Comprehension: Prose
Practice Activity: PHL-08-145

Activity 1

1. The author described him as snub-nosed, flat-browed and dirty.
2. The author seems to be describing a not very attractive young boy.
3. He wore his hat very lightly on his head.
4. Jack wore clothes that were too big for him.
5. Jack is probably poor because he is not wearing clothes that fit him.

Activity 2

Example description:

My sister is a beautiful, brown girl. She has long, thin legs that help her run fast. Her skin is smooth and she wears her hair in plaits. She has big eyes and long eyelashes. She always looks elegant when she walks into a room.

Lesson Title: Sentences
Practice Activity: PHL-08-146

Activity 1

Sentences 3 and 4 are complex sentences.

Activity 2

1. Mr Jolly was a happy man, who became my teacher.
2. I was at the beach when a big wave knocked my friend over.
3. Mount Kilimanjaro is a tall mountain, which is known for being the tallest in Africa.
4. My sister is a sneaky girl, who sometimes hides bananas in her room.
5. I was at school when a big storm came in.

Activity 3

Example sentences:

1. My mother went shopping after she finished work.
2. The phone rang so I answered it.
3. My friend came to visit me since we hadn't seen each other in a long time.
4. I enjoy being outdoors unless it is very cold.
5. The bird is happy because it has found food.

Lesson Title: Sentences (Continuation)

Practice Activity: PHL-08-147

Activity 1

Simple sentences	Compound sentences	Complex sentences
3 and 4	2 and 6	1 and 5

Activity 2

Example sentences:

1. I love to read because it makes me so relaxed.
2. She had a fun birthday party, and she did not have to clean up that day.
3. We ran home, and we hid from my brother.
4. It was hard to see, but I kept driving in the rain.
5. Marie wanted to go to the party, but her mother said no.

Activity 3

Example paragraph:

It was Wednesday and I was tired. I did not go to sleep early enough last night because I stayed up late doing my homework. I should have done my homework earlier, but I chose to play with my friends instead.

Lesson Title: Verb Tenses

Practice Activity: PHL-08-148

Activity 1

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

Activity 2

1. By this time next month, I will have written my term paper.
2. By the time his parents arrive, Mohammed will have cleaned his room.
3. By the time our family arrives, my father will have made dinner.
4. By this time next week, we will have moved all of our things to the dorm.

Activity 3

1. My brother is very upset today. I will try to talk to him.
2. This time next week, I will be relaxing on holiday.
3. Do you think you will still work here in five years?
4. I think she will pass tomorrow's exam.
5. The President will meet the Prime Minister before flying back home.

Lesson Title: Comprehension
Practice Activity: PHL-08-149

Activity 1

1. Malawi depends on agriculture to feed its citizens and also for exporting.
2. The main crops are maize, tobacco, tea, cotton and coffee.
3. Most of the farming is being done by smallholder farmers.
4. The large commercial farms mostly produce tobacco.
5. Fishing provides about 200,000 jobs in Malawi.
6. Overfishing and pollution are two problems threatening fishing in Malawi.
7. Answers will vary. Example answer: The government could make laws to stop overfishing.

Activity 2

1. threat
2. availability
3. concentrated
4. smallholder
5. Consumption

Lesson Title: Comprehension: Prose
Practice Activity: PHL-08-150

Activity 1

1. Fagin trains Oliver to be a thief.
2. Oliver gets upset when he sees the other boys trying to rob an elderly gentleman.
3. Oliver doesn't go to jail because the kind elderly gentleman takes him to his house.
4. When Oliver is sent to rob a rich household, he is shot.
5. In the end, the elderly gentleman and his wife adopt Oliver.
6. The moral of the story is that crime does not pay.

Activity 2

Example sentences:

1. When I am in a big city I keep my valuables close to me so no one **robs** me.
2. My cousins are **orphans**, but now they live with my grandmother.
3. The **thief** was caught by the police.
4. The thief went to **jail** for a very long time.
5. Fagin, from *Oliver Twist*, was a **nasty** character.

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