



**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Pupils' Handbook for
Senior Secondary
*English
Language*

SSS
II

Term
III

STRICTLY NOT FOR SALE

Foreword

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

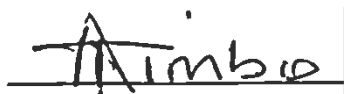
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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

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

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

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

To achieve thus, DO NOT WRITE IN THE BOOKS.

Table of Contents









Lesson 97: Consonant Clusters	1
Lesson 98: Comprehending a Listening Passage – Formal Letter	3
Lesson 99: Reading Comprehension – Persuasive Essay.....	6
Lesson 100: Reading Comprehension – Persuasive Essay.....	8
Lesson 101: Interjections.....	10
Lesson 102: Using Conjunctions, Prepositions and Interjections to Improve Sentence Quality	12
Lesson 103: Using Conjunctions, Prepositions and Interjections to Improve Sentence Quality	15
Lesson 104: Reading Skills Development: Using the Dictionary.....	17
Lesson 105: Informal Letter (persuasive)	20
Lesson 106: Informal Letter (persuasive)	22
Lesson 107: Vocabulary Development: Homonyms.....	24
Lesson 108: Vocabulary Development: Homonyms.....	26
Lesson 109: Punctuation Review: Comma, Colon, Semi-Colon, Dash.....	28
Lesson 110: Punctuation Review: Comma, Colon, Semi-Colon, Dash.....	31
Lesson 111: Reading Skills Development: Summarising Strategies	34
Lesson 112: Reading Skills Development: Summarising Strategies	37
Lesson 113: Diphthongs.....	39
Lesson 114: Diphthongs.....	41
Lesson 115: Collocations.....	44
Lesson 116: Collocations.....	47
Lesson 117: Reading Comprehension – Formal Letter.....	49
Lesson 118: Reading Comprehension – Prose (development issue).....	51
Lesson 119: Expository Essay.....	53
Lesson 120: Expository Essay.....	55
Lesson 121: Introduction to Clauses.....	56
Lesson 122: Types of Clauses.....	59
Lesson 123: Diphthongs.....	61
Lesson 124: Diphthongs.....	63
Lesson 125: Reading Comprehension – Creative Writing (WASSCE)	65

Lesson 126: Creative Writing	68
Lesson 127: Adjectival Clauses	70
Lesson 128: Adverbial Clauses.....	72
Lesson 129: Present Participle	74
Lesson 130: Past Participle	77
Lesson 131: Vocabulary Development: Building and Building Construction	79
Lesson 132: Vocabulary Development: Building and Construction	81
Lesson 133: Past Participle – Irregular Verbs	83
Lesson 134: Past Participle – Irregular Verbs	86
Lesson 135: Auxiliary Verbs	88
Lesson 136: Auxiliary Verbs	91
Lesson 137: Comprehending a Listening Passage (report).....	93
Lesson 138: Report	95
Lesson 139: Report	97
Lesson 140: Rhyme	99
Answer Key	103

Introduction

to the Pupils' Handbook

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

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



Learning Outcomes

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

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

Listening and speaking

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

Writing

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

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

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

Reading comprehension

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

Lesson Title: Consonant Clusters	Theme: Listening and Speaking
Practice Activity: PHL2-L097	Class: SSS 2



Learning Outcomes

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

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

Overview

Consonants are sounds that are not vowels.

Some examples of consonants are: b, c, d, f, g, h, j, l.

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

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

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

Practice

The following is a list of consonant clusters and their examples in words:

Consonant cluster	Example words
mp	tempo, lamp
rd	bird, card
ld	build, old
lp	help, gulp
rk	bark, work
lt	salt, tilt
lf	elf, self
sw	swan, swing
tw	twin, entwine

Activity 1

Practise reading all the words in the table aloud and pay special attention to the pronunciation of the consonant clusters.

Activity 2

Practise reading the following words aloud. Identify the consonant clusters in each word.

1. shampoo
2. swallow
3. twinkle
4. hold
5. lord
6. ark
7. shark
8. pelting
9. pilfer
10. mould

Activity 3

Identify the consonant clusters in the following sentences. Then practise reading each of the sentences aloud:

1. His nose appeared swollen due to a cold.
2. The children were pelting stones at the tree in the park.
3. The twelve cards are kept on the shelf.
4. Tomorrow, we will attend the bird camp.
5. The clerk was hard at work to improve himself.

Lesson Title: Comprehending a Listening Passage – Formal Letter	Theme: Listening
Practice Activity: PHL2-L098	Class: SSS 2



Learning Outcomes

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

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

Overview

A **formal letter** is a letter written to authorities or to your seniors in a formal tone.

The features of a formal letter are as follows:

- Written to people of authority: chairmen, principals, governors, directors
- Written in a formal tone
- Examples of different types:
 - Letters of complaint: To make a formal complaint about something
 - Letters of request: To request something
 - Application letters: For university, a job, scholarship applications

Practice

Activity 1

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

<p>The Education Minister Ministry of Education Freetown.</p> <p>Dear Sir,</p> <p style="text-align: center;">THANK YOU FOR THE GREAT-HEIGHTS SCHOLARSHIP</p> <p>I am a law student at Freetown University and one of the five pupils to receive the Great-Heights Scholarship this year. I am writing with heartfelt gratitude to thank you for this scholarship.</p>	<p>145 Aberdeen Street Freetown. 13th September, 2017.</p>
---	---

As explained in my application, I have spent the past three years at university taking an active part in studying laws that restrict women from inheriting land in Sierra Leone and other countries worldwide. As part of this research and study, I have spoken to various lawmakers and law professors as well. In the future, I hope to raise awareness about how women can own land. Moreover, I hope to spark reform in laws that prevent women from owning land.

Many a time, my work has strained me financially and taken up a lot of my time also. This scholarship will ease the pressure on my low-income family to provide for my education. I can now save up to pay for a master's course in law as well. Truly, this is the kind of support I needed from the Sierra Leonean government to complete my education.

Thank you so much for choosing me among many able candidates. I will do justice to this scholarship by working even harder than before and ensuring that my work makes a mark in the field of women and land laws. This will also increase my merit when I apply to universities for post-graduation next year. I cannot thank you enough for this generosity.

I will duly update you about my progress in this work.

Yours faithfully,

(signature)

Marie Kamara,

Third-year law student, Freetown University.

Comprehension questions

1. What is the most likely reason Marie received the Great-Heights scholarship among many candidates? Is her work rare or special?
2. What does Marie mean by 'strained me financially'?
3. How will the scholarship help Marie get admission into a master's program?
4. What is the tone of this letter?
5. What makes this a formal letter?

Activity 2

Find synonyms (words with similar meanings) in the text for the following words:

1. many
2. improvement
3. sincere
4. prevent
5. pay
6. credibility
7. well-qualified

8. start
9. changes
10. inform

Activity 3

List antonyms (words with opposite meanings) for the following words:

1. receive
2. active
3. restrict
4. able
5. increase
6. enough
7. progress

Activity 4

Identify the verb and adverbial phrases in the following selection from the letter:

‘I will do justice to this scholarship by working even harder than before and ensuring that my work makes a mark in the field of women and land laws. Also, this will increase my merit when I apply to universities for post-graduation next year’.

Lesson Title: Reading Comprehension – Persuasive Essay	Theme: Reading
Practice Activity: PHL2-L099	Class: SSS 2



Learning Outcomes

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

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

Overview

To **persuade** means to convince someone about an idea or concept using arguments.

The following are features of a **persuasive essay**:

- Makes an argument and wants to convince the reader of something
- Uses convincing language and vocabulary
- Includes facts, statistics and examples
- Features quotes and/or comments from experts
- Is written in the first-person point of view
- Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
- Makes recommendations or gives solutions

Practice

Read the following persuasive essay and answer the comprehension questions on it.

Why Morality and Ethics Should be Taught in Schools

Many educators and thinkers globally are discussing whether it is important to integrate a moral and ethics curriculum in schools, given the increasing rate of crime, assault and intolerance around the world. However, education ministries and schools claim that a curriculum teaching right and wrong is challenging to implement as most schools are already struggling with teaching English and Maths skills. Nonetheless, this is a welcome discussion as introducing morality and ethics in schools is the need of the hour.

Let us look at the current situation: In a recent article in the Telegraph, there was an incident reported, where a senior secondary student physically assaulted another student, impairing his hearing and memory. What shocked some readers was that classmates refused to name the culprit of this heinous incident, saying that they would not snitch or tell on their friend. This culture of favouring one's friends in spite of their crimes is detrimental to society. If children get away with this, they will likely

grow into the kind of adults that do not take responsibility for speaking out against wrongdoings.

Morality and ethics cannot be learned just at home. Many parents are extremely busy, and unfortunately, some families even set bad examples by themselves engaging in corruption, bribery, violation of tax laws and domestic violence. Moreover, parents are so worried about giving their children a secure career that they forget about making their children good human beings first. It is true that children learn most about the world from their parents, but the school is a second home. Some standard codes and principles on how to be kind, compassionate and responsible may in fact help improve the community bond in their homes and neighbourhood. After all, children do have to grow up to interact with society.

Academics and thinkers in some of the world's best universities are actively developing curricula in which they emphasise the importance of teaching children how to care. Harvard University's (USA) 'Making Caring Common Project' by the Graduate School of Education argues that schools are now too focused on helping students score well in their examinations and get admission into colleges. But nobody is focused on giving the world more compassionate and caring human beings who value humanity and equal rights. It is no surprise then that the average number of armed robberies and assaults by teenagers, even from middle-income families, is on the rise.

Given that the world is gravitating towards lawlessness and intolerance, schools are the one and only place that can set young people on the right path early in their lives. It is schools and education that can help children imbue good values and act in ways that are beneficial for society.

Comprehension questions

1. Why do educators and others think that morality and ethics should not be taught in school?
2. Why does the writer think that introducing morality and ethics in schools is the need of the hour?
3. State any reference, statistics or examples used by the writer to support his argument.
4. State any 2 consequences of not teaching ethics and morals in school as suggested by the essay.
5. What examples does the writer give of parents modeling poor behaviour?
6. What does it mean to 'be a good human'?
7. What 3 arguments does the writer make as to why morality and ethics should not only be taught at home?
8. Identify 2 persuasive techniques used by the writer in the passage.

Lesson Title: Reading Comprehension – Persuasive Essay	Theme: Reading
Practice Activity: PHL2-L100	Class: SSS 2



Learning Outcomes

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

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

Overview

A **persuasive essay** uses logic and reason to show that one idea is more valid than another idea. Persuasive essays are also known as argument essays because they try to persuade a reader to adopt a particular point of view or to take a certain action.

The following are features of a persuasive essay:

- Makes an argument and wants to convince the reader of something
- Uses convincing language and vocabulary
- Includes facts, statistics and examples
- Features quotes and/or comments from experts
- Is written in the first-person point of view
- Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
- Makes recommendations or gives solutions

Practice

Read the persuasive essay and answer the comprehension questions on it.

Why the Death Penalty Should be Abolished

Around the world, there are only about fifty countries that still have the death penalty. Only four industrialised countries still punish people by death – the United States, Japan, Singapore and Taiwan. In 2014, Sierra Leone’s President Koroma said that the death penalty would change to life imprisonment. This is a progressive move as the death penalty is an outdated, unfair and illogical concept which needs to be replaced by another punishment.

Firstly, the idea of playing God and deciding that somebody’s crime deserves their life to be taken away is barbaric. Rulers and dictators used this method as a substitute for real reform and rehabilitation. In this day and age, killing someone, even legally, is a lazy form of helping society. Besides, after numerous studies,

researchers have not found any evidence that the death penalty prevents murders. If anything, setting an example of violence only breeds further violence.

Whether one finds it barbaric or not, one must agree that justice can make mistakes and often does. This is why decisions are overruled and revised by higher courts. Death is final. This is a punishment that cannot be reversed or compensated for. There have been numerous cases globally where executed and hanged criminals were found to be not guilty of the crime after they had already received the death penalty.

Even the logic behind the death penalty is absent. If rapists are not punished with rape, and robbers are not penalised with robbery in their homes, then why are murderers punished with death? There is no doubt that murder is an unpardonable and a horrible crime, but who gives the judicial system the right to inflict upon someone what they themselves have said is illegal?

In the 21st century, there is no place for a practice that was rampant in the dark middle ages. We have entered the era of global discussions and human rights. These should guide us in finding more effective measures of correcting human behaviour.

Comprehension questions

1. Why does the writer refer to the four countries as 'industrialised countries'?
2. According to the passage, what did president Koroma say would replace the death penalty in Sierra Leone?
3. In 3 short sentences, 1 for each, state the reasons the writer put forward to support the argument for the abolishment of the death penalty.
4. Identify any persuasive strategy used by the writer in the passage.
5. What, according to the writer, is illogical about the death penalty?

Lesson Title: Interjections	Theme: Grammar
Practice Activity: PHL2-L101	Class: SSS 2



Learning Outcomes

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

1. Define interjections and demonstrate understanding of their function in a sentence.
2. Identify interjections in a sentence.
3. Write sentences using interjections correctly.

Overview

An **interjection** is a word or a group of words that show emotion. They do not affect the grammatical structure of the rest of the sentence.

The following are examples of interjections:

- **Wow!** What a beautiful flower that is.
- We lost the match. **Oh no!**
- **Oh heavens!** It has started raining cats and dogs.

Interjections are not the same as exclamatory sentences. The following examples are **not** interjections:

- You had better not wear that summer dress when it is so windy outside!
- Come over here right now!
- The basket of fruits has fallen down!

Interjections may appear in various positions in a sentence:

- At the beginning
Example: **Oh no!** My food fell down.
- In the middle
Example: In my opinion, **by god**, you have done a remarkable job!
- At the end
Example: So, you quit your job, **huh?**
- As a standalone sentence
Example: **Oh lord!** We are so late!

Practice

Activity 1

Identify the interjections in the following sentences:

1. Ouch, that hurt!
2. Wow! You look great tonight.
3. That was the best performance that I have ever seen – bravo!
4. Ugh! I can't believe you broke my favourite toy.

5. Hmm, I wonder where I put my keys and wallet.
6. Miners used to shout 'bingo!' when they struck gold.
7. 'Shoo!' shouted the woman when she saw the cat licking milk from her cereal bowl.
8. I guess that is the end of the movie – darn.
9. Stop! You should always wear a helmet when riding a bike.
10. Yippee! I made this picture all by myself.

Activity 2

Fill in the blanks in the following sentences with an appropriate interjection from the word bank. More than 1 answer may be correct.

Word Bank

balderdash	bingo	cheers	crud	darn	eureka
goodness	hey	hurray	incredible	oomph	ouch
phooey	rats	woot	wow	yay	yippee

1. _____, why didn't you hold the door for me?
2. _____, I'm so happy that you decided to visit this summer.
3. _____, it's not every day that you see a dog riding a skateboard.
4. _____! How can you possibly agree with that point of view?
5. He just cost us the game with that error, _____!
6. _____! You just gave me a great idea.
7. _____, that's a very large dog at the end of that leash.
8. I can't believe that I got a D on the project, _____!
9. _____, my favourite author is doing a reading at the local library.
10. This is my first new car, _____.

Activity 3

Use each of the following words as an interjection in a sentence:

1. Ugh! (sound)
2. Excellent! (exclamation)
3. Wow! (surprise)
4. Whew! (sound)
5. Uh. (pause)
6. Hey! (exclamation)
7. Psst. (sound)
8. Ooh! (exclamation)
9. Oops! (embarrassment)
10. Hurrah! (excitement)

Lesson Title: Using Conjunctions, Prepositions and Interjections to Improve Sentence Quality	Theme: Grammar
Practice Activity: PHL2-L102	Class: SSS 2



Learning Outcomes

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

1. Define interjections, conjunctions and prepositions and demonstrate understanding of their function in a sentence.
2. Identify interjections, conjunctions and prepositions in a sentence.
3. Modify sentences to include interjections, conjunctions and prepositions.

Overview

Using conjunctions, prepositions and interjections can improve the quality of the sentences you write. They can make a text more interesting and help information flow smoothly from sentence to sentence, paragraph to paragraph.

An **interjection** is a word or a group of words that shows emotion. Interjections do not affect the grammatical structure of the rest of the sentence.

The following are examples of interjections:

- **Wow!** What a beautiful flower that is.
- We lost the match. **Oh no!**

Prepositions are words that show the relationship of nouns and pronouns to other words in a sentence.

The following are examples of prepositions:

- I will walk **from** home **to** school.
- I came **to** the party **because of** you.

Conjunctions are words that join and connect words, phrases or sentences.

The following are examples of conjunctions:

- I went to the shop **but** did not find the vegetables.
- He ran the marathon **despite** his illness.

The following is an example of how these 3 parts of speech can be used to improve and modify sentences:

- I have spilled milk on the table. I will have to clean it. It has been wasted.
- Modified sentence: **Oh no** (interjection)! I have spilled milk all **over** (preposition) the table. **Not only** (conjunction) will I have to clean it, **but** (conjunction) it has **also** been wasted.

Practice

Activity 1

Identify the parts of speech of the words in bold in each of the following sentences:

1. I will be late **to** the party, **for** I am working until seven.
2. Sally does not like the mountains, **nor** does she like the ocean.
3. **Ouch!** I wanted to ride my bike, **but** the tire was flat.
4. She was late for work, **so** her boss made her stay after 5 o'clock.
5. **Oops!** She failed the test.
6. **Although** she is poor, she lives a happy life.
7. **Alas!** We have finally completed examinations **and** it is the beginning **of** a long vacation.
8. I will be able to drive **when** I am older.
9. **Rather than** wait outside **in** the rain, we should wait **inside** their room.
10. **Yes!** We won the match.

Activity 2

Identify the conjunctions, prepositions and interjections in the following sentences:

1. William Shakespeare was both a poet and a playwright.
2. Wow! Julie was the youngest of 21 children.
3. He has neither home nor employment.
4. Born in Sierra Leone in 1976, she was a philanthropist and a diplomat.
5. Look at that picture he drew. Great!
6. I saw something about it on television.
7. It has been raining since morning.
8. Hey! Can you help me?
9. Wow! I cannot believe I finished the marathon.
10. She took the coins out of her pocket and put them on the table.

Activity 3

Fill in the blanks with the words from the word bank that best complete each sentence:

Word Bank

and	to	of	so	but	under	wow	for	out
in	incredible	of	up	when	hurrah	to	despite	and

1. Let's keep _____ the plan _____ leave now!
2. The secretary needs to print 20 more copies _____ the minutes _____ everyone can have a copy.
3. He intentionally hid the documents, _____ his secretary accidentally found them.
4. The 2 sisters refused to sleep _____ the same roof.

5. _____! Is this all _____ me?
6. My friend _____ I quarreled last week.
7. Look how far we have come _____ our work, _____!
8. Members _____ the association were just rounding _____ their discussion _____ the police arrived.
9. _____! We made it _____ the next level, _____ several hurdles.
10. The manager is walking _____ the door.

Lesson Title: Using Conjunctions, Prepositions and Interjections to Improve Sentence Quality	Theme: Grammar
Practice Activity: PHL2-L103	Class: SSS 2



Learning Outcomes

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

1. Define interjections, conjunctions and prepositions and demonstrate understanding of their function in a sentence.
2. Improve upon a text through the use of conjunctions, prepositions and interjections.

Overview

Interjections, prepositions and conjunctions all help in connecting words, phrases, clauses and sentences and make them both interesting and meaningful.

An **interjection** is a word or a group of words that show direct emotion. They do not affect the grammatical structure of the rest of the sentence.

The following are examples of interjections:

- **Wow!** What a beautiful flower that is.
- We lost the match. **Oh no!**

Prepositions are words that show the relationship of nouns and pronouns to other words in a sentence.

The following are examples of prepositions:

- I will walk **from** home **to** school.
- I came **to** the party **because of** you.

Conjunctions are words that join and connect words, phrases or sentences.

The following are examples of conjunctions:

- I went to the shop **but** did not find the vegetables.
- He ran the marathon **despite** his illness.

The following is an example of how to use prepositions, conjunctions and interjections to complete a text and correct any errors in it.

- Bravo! The man had driven the car straight onto the store. They were about to call the police and discovered that the man had had a heart attack. They called an ambulance first.
- Modified text: **Good grief!** The man had driven the car straight **into** the store. They were about to call the police **but** discovered that the man had had a heart attack. **So**, they called an ambulance first.

Practice

Activity 1

Correct and modify the following paragraphs by adding prepositions, conjunctions and interjections.

1. Candidates who cheat with examinations cannot get out with it. Bingo! It would be so embarrassing to be caught on the act with cheating. Therefore, education authorities have issued in a stern warning to all candidates to desist against every form of cheating.
2. It is although it is going to rain like hard as a hurricane tonight. But that cannot stop me to attending the party where I hope for catch some fun to old pals, ouch!
3. Neither I am feeling happy and sad, I always try to keep a positive attitude. A positive attitude will not also bring you great opportunities, with also determine your success on life.
4. I am afraid at dogs, so I appreciate the security role they play in night. However they can sometimes be annoying, dogs can also be really helpful to human beings, especially when they get for know you better.
5. Theresa likes to read novels; inasmuch as, her sister Fatima likes to watch TV.
6. Perfect! What makes you think that your car is superior than mine? My friend, although you just bought yours 2 months ago, mine is far more durable from yours.
7. Eh! She has a charming smile. Even the blind can sense her beauty. No wonder she takes great pride on her beauty.

Activity 2

Write 3 sentences. Each 1 should include at least 1 conjunction, interjection and preposition.

Lesson Title: Reading Skills Development: Using the Dictionary	Theme: Reading
Practice Activity: PHL2-L104	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of how to use a dictionary.
2. Identify unknown words in a dictionary and use the dictionary to determine their meaning.
3. Use a dictionary to develop reading skills.

Overview

A **dictionary** is a book that contains the words of a given language, their meanings, which parts of speech they belong to and their pronunciation. The words are usually arranged in alphabetical order from A-Z.

Often, when using a dictionary to look up a new word, you will find that it has more than one meaning. If you are not sure which one is correct, first read all the meanings and find the one that makes most sense for the context in which you found the word.

In a dictionary, the part of speech for each word is given in abbreviations after the word, as follows:

- n. – noun
- v. – verb
- adv. – adverb
- adj. – adjective
- pron. – pronoun
- prep. – preposition
- conj. – conjunction
- interj. – interjection

The following are some of the ways that you can use a dictionary to develop your vocabulary and reading skills:

- Look up the meaning of an English word you see or hear
- Find the English translation of a word in another language
- Check the spelling of a word
- Find out grammatical information about a word
- Check the part of speech of a word
- Check the plural form of a noun or past tense of a verb
- Find the synonym or antonym of a word
- Find out how to pronounce a word
- Find examples of the use of a word

Here is an example of how to identify the meaning of the word 'presently', based on its use in the passage below:

- Open the dictionary to words starting with 'p'.
 - All the words are organised in alphabetical order.
- After opening to the words with 'p', find the words starting with 'pr'.
 - Since 'r' comes after 'o', 'presently' should come after any word that starts with 'po'.
 - Note that no words start with 'pp' or 'pq'.
- After finding the list of words that start with 'pr', look for the list of words starting with 'pre'.
 - Since 'e' comes after 'a', this list will be after words that start with 'pra'.
- In this way, find the word 'presently' in the dictionary, between 'presentism' and 'presentment'.
- Choose which of these meanings is correct based on the context of the reading passage.

Answer: soon, after a short time.

Practice

Activity 1

Read the passage and answer the comprehension questions on it.

The Open Window¹

By Saki

'My aunt will be down **presently**, Mr Nuttel', said a very self-**possessed** young lady of fifteen; 'in the **meantime**, you must try and put up with me'.

Framton Nuttel **endeavoured** to say something appropriate which should **flatter** the niece without **discounting** the aunt that was to come. Privately, he **doubted** if these formal visits on a **succession** of total strangers would do much towards helping the nerve **cure** which he was supposed to be undergoing.

'I know how it will be', his sister had said when he was preparing to **migrate** to this rural **retreat**; 'you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from **moping**. I shall just give you letters of **introduction** to all the people I know there. Some of them, as far as I can remember, were quite nice'. Framton wondered whether Mrs Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice **division**.

Comprehension questions

1. Explain the expression, 'You must try to put up with me ...' in your own words.
2. Which cure did Nuttel need?
3. What was his doubt?

4. According to his sister, what could cause the possibility to worsen Nuttle's nerve problem?
5. How can you tell that Framton was a nervous man?
6. What did his sister do to help him get familiar with people in the new town?

Activity 2

With the help of a dictionary, look up the parts of speech and meanings of the following words and use each in a sentence:

1. meantime
2. endeavoured
3. flatter
4. discounting
5. doubted
6. succession
7. cure

¹ 'The Open Window' by Saki (1914) is in the public domain.

Lesson Title: Informal Letter (persuasive)	Theme: Writing
Practice Activity: PHL2-L105	Class: SSS 2



Learning Outcomes

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

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

Overview

An **informal letter** is a letter written to a friend or family member. It is written for personal reasons. There are different types of informal letters.

The following are examples of types of informal letters:

- Descriptive: Letters that describe an experience or a thing
- Persuasive: Letters that convince someone about something
- Narrative: Letters that describe something that happened

Informal letters can be addressed to different types of people.

Examples:

- A friend, a colleague or sibling
 - It has a casual tone and can use very informal language.
- An elder member of the family or a close friend who is much older
 - It still employs informal language, but it is not too casual. There is reverence and respect in the tone.

A **persuasive** informal letter includes the features of persuasive writing:

- It must have arguments for or against a topic.
- There should be reasons or evidence to support the arguments.
- There should be at least 2 arguments presented logically.

The content of an informal persuasive letter includes:

- Opening:
 - Ask about the person's well-being and explain the purpose of writing.
- Body: Make your arguments and give reasons as well as supporting evidence.
 - This can have more than 1 paragraph.
- Closing:
 - Summarise the reason for writing and wish them well.

Practice

1. Finish writing at least 2 to 3 main ideas for the letter on the topic: 'Persuade your friend to transfer to your school' that you began in class.
2. Organise the main ideas of the letter using the outline given below.
3. Fill in the date, your address, a salutation and your subscription ('Yours sincerely', your name).

	<u>Your address</u> _____ _____.
	<u>Date</u> _____
Greeting:	<u>(Dear, Dearest, Dear Mr/Ms).</u>
Opening:	_____.
Body	
• Main idea 1:	_____.
• Main idea 2:	_____.
• Main idea 3:	_____.
Closing:	_____.
	<u>Yours sincerely,</u> <u>Your name</u>

4. Once you have completed the outline, ask yourself the following self-check questions:
 - Have you filled the address, date, salutation and subscription in the correct places as given in the outline?
 - Do you have an opening and closing paragraph?
 - Do you have at least 2 main ideas to persuade your friend?
 - Have you decided on evidence or reasons to support your main arguments?

Lesson Title: Informal Letter (persuasive)	Theme: Writing
Practice Activity: PHL2-L106	Class: SSS 2



Learning Outcomes

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

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

Overview

An **informal letter** is a letter written to a friend or family member. It is written for personal reasons. When an informal letter is written to someone like a friend, colleague or sibling, it has a casual tone and can use very informal language. However, when an informal letter is written to an elder member of the family or a friend who is much older, it should have a respectful tone. Informal language is still permitted, but not too casual.

A **persuasive** informal letter includes the features of persuasive writing:

- It must have arguments for or against a topic.
- There should be reasons or evidence to support the arguments.
- There should be at least 2 arguments presented logically.

The content of an informal persuasive letter includes:

- Opening:
 - Ask about the person's well-being and explain the purpose of writing.
- Body: Make your arguments and give reasons as well as supporting evidence.
 - This can have more than 1 paragraph.
- Closing:
 - Summarise the reason for writing and wish them well.

Practice

Activity 1

1. Finish writing the persuasive informal letter that you started writing in class.
2. After you have finished writing, check your letter for the following:
 - Does it have an address, date, salutation and subscript in the appropriate places?
 - Does it have an opening paragraph?
 - Does it present 2 or more arguments with enough reasons to support them?
 - Does it have a closing paragraph?
 - Does it contain correct grammar and spelling?
 - Does it sound persuasive?

Activity 2

Write a second informal letter persuading your distant elderly relative to move to your house so that your family can take care of him or her. Before writing the letter, complete an outline to plan your main ideas.

Lesson Title: Vocabulary Development: Homonyms	Theme: Reading
Practice Activity: PHL2-L107	Class: SSS 2



Learning Outcomes

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

1. Define homonyms and demonstrate understanding of their function in a sentence.
2. Identify homonyms of selected words.
3. Use context clues and inference to determine the correct homonyms in a text.

Overview

Homonyms are words that are spelt or sound the same but have different meanings. They can belong to any of the 8 parts of speech.

Examples:

- I will **ring** you up on the phone.
 - 'ring' as a verb
- The groom presented his new wife with a gold **ring**.
 - 'ring' as a noun

The following table contains further examples of homonyms:

Word	Sentence	Homonym	Sentence
seal (noun)	The seal swam in the water.	to seal (verb)	You need to seal the envelope.
right (adjective)	The right thing to do is to admit your mistake.	right (noun)	After the intersection, take a right.
wave (noun)	The sea waves were gigantic yesterday.	to wave (verb)	I always wave my father goodbye when he leaves.
to trip (verb)	Be careful; you may trip over the wire.	trip (noun)	Next summer, we will take a trip to the beach.

Practice

Activity 1

Write a sentence for each of the homonyms below. The parts of speech are given in brackets:

1. pound (noun / adjective)
2. present (noun / verb)
3. delegate (noun / verb)
4. rose (noun / verb)
5. tip (noun / verb)
6. project (noun / verb)


7. well (adjective / noun)
8. sow (noun / verb)
9. fine (noun / adjective)
10. produce (noun / verb)

Activity 2

Identify the meaning and part of speech of each homonym, and use each pair of homonyms in a sentence:

1. Left (past tense verb): To exit
Left:
2. Pitcher (noun): In baseball, the player who throws the ball to the batter
Pitcher:
3. Crane (noun): A bird
Crane:
4. Play (noun): A theatre performance
Play:
5. Park (noun): A public area close to nature
Park:
6. Bear (noun): An animal
Bear:

Lesson Title: Vocabulary Development: Homonyms	Theme: Writing
Practice Activity: PHL2-L108	Class: SSS 2

 Learning Outcomes By the end of the lesson, you will be able to: <ol style="list-style-type: none"> 1. Define homonyms and demonstrate understanding of their function in a sentence. 2. Identify homonyms of selected words. 3. Write a text using appropriate homonyms.
--

Overview

Homonyms are words that are spelt or sound the same but have different meanings. They can belong to any of the 8 parts of speech.

The following are examples of homonyms:

- I need a **break** from all the work.
 - 'break' as a noun
- Be careful not to **break** the glasses.
 - 'break' as a verb

The following table contains examples of homonyms and their use in sentences:

Word	Sentence	Homonym	Sentence
bow (noun)	She put a bow in her hair.	to bow (verb)	The rule is to bow down before the king.
present (noun)	I received a present on my birthday.	present (adjective)	I was present at the gathering.
peer (noun)	I am popular among my peers.	to peer (verb)	I will peer into the room from the window.
break (noun)	I need a break from all the work.	to break (verb)	Be careful not to break the glasses.
bear (noun)	I spotted a bear in the forest.	to bear (verb)	Please be patient and bear with us.
pass (noun)	I need a pass to enter the concert.	to pass (verb)	You can pass through the hall to the bedroom.

The following words are homonyms that sound the same but have different spellings:

Word	Meaning	Homonym	Meaning
heir (noun)	someone who inherits someone's wealth	air (noun)	the gases in the atmosphere
right (noun or adjective)	a direction or right/wrong	to write (verb)	to write something with a pen or paper

hanger (noun)	used to hang clothes	hangar (noun)	a place to keep airplanes
tale (noun)	a story	tail (noun)	a part of an animal's body
two (noun or adjective)	a number	too (adverb)	also
night (noun)	the time after the sun sets	knight (noun)	a highly ranked soldier
great (adjective)	excellent	to grate (verb)	to shred something into long and thin pieces
bread (noun)	something to eat	bred (verb)	past tense of growing something, such as animals
sent (verb)	past tense of send	scent (noun)	smell

Practice

Activity 1

Fill in the blank in each sentence with the correct homonym from the options in brackets:

1. You need some _____ and hard work to reach your goals. (patience/patients)
2. I will _____ the birthday present for my mother tonight. (rap/wrap)
3. The _____ of King George IV was terrifying for the people of the kingdom. (rain/reign)
4. My sister is very _____ to me. (deer/dear)
5. Iron comes from the earth from iron _____. (ore/oar)
6. The _____ of our school is very considerate of all pupils. (principal/principle)
7. I abide by my _____ and values no matter what the situation. (principals/principles)
8. Your shoelaces are _____ and you may trip over them. (lose/loose)
9. I live in the _____ as I do not like mountainous areas. (plains/planes)
10. Boeing, the aircraft company, has decided to build twenty new _____. (plains/planes)

Activity 2

Write a text of 100 to 150 words using at least 5 words that are homonyms. Underline the homonyms in your text and write the corresponding homonyms below your paragraph.

Lesson Title: Punctuation Review: Comma, Colon, Semi-Colon, Dash	Theme: Grammar
Practice Activity: PHL2-L109	Class: SSS 2



Learning Outcomes

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

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

Overview

Punctuation makes the meaning of a sentence clear. It tells the reader how to read a sentence and helps to avoid confusion. When reading with commas, semi-colons, colons and dashes, take a short pause after each punctuation mark.

The features of a **comma** are as follows:

- A comma is used to separate words, clauses and ideas within a sentence. It is written as (,).
- To separate a series of things in a sentence.
Example: I went to the market to buy potatoes, tomatoes, onions and eggs.
- To separate an adverb or adverbial clause or phrase at the beginning of a sentence.
Example: **Driving slowly**, my mother took half an hour to reach her office.
- To separate parts of a sentence that give details, but are not an essential part of the sentence and do not affect its grammar.
Examples:
 - My sister, **only five years old**, has started reading books.
 - South Africa, **a country in Africa**, is close to the ocean.
- To set off sentences that start with conjunctions.
Example: Even though he was six feet tall, he wanted his height to increase.
- To separate adjectives.
Example: He is a hardworking, determined scholar.
- In between and when ending quotes.
Example: 'The weather', he said, 'is nice today'.
- To point out dates and places.
Example: I was born on 8th January 1989. At that time, I lived in Freetown, Sierra Leone.

The features of a **colon** are as follows:

- A colon is used to introduce information after a part of a sentence or a complete sentence.
- It provides further details, usually a list.
- It is written as (:).

Examples:

- India has 3 main modes of transportation: airplanes, trains and buses.
- Furniture can be made of the following materials: steel, wood or plastic.

The features of a **semi-colon** are as follows:

- A semi-colon separates independent parts or clauses that are connected by meaning.
 - That is, the clause after the semicolon provides further details about the previous clause.
- It is written as (;).

Examples:

- His favourite book is 'Treasure Island'; he has read it 3 times.
- I went to the office to file a complaint; however, I found that the clerk was not helpful at all.

The features of a **dash** are as follows:

- A dash is used to show a break or interruption of thought between sentence parts.
- It also helps in providing details in a sentence.
- It is written as (–).

Examples:

- Lately, I have been giving up my bad habits – waking up late, not exercising and drinking alcohol.
- You claimed – and these were your words – that you would pay on time.

The following are examples of how to correct sentences using punctuation:

- Incorrect: Fatu Amadu and I wanted to play but, it was raining heavily last evening.
Correct: Fatu, Amadu and I wanted to play; but it was raining heavily last evening.
- Incorrect: My friend Aminata remember we spoke about her yesterday arrived.
Correct: My friend, Aminata – remember we spoke about her yesterday – has arrived.

Practice

Activity 1

Add appropriate punctuation (comma, colon, semi-colon, dash) to the following text:

The idea of 'rites of passage' was first introduced by the French anthropologist Arnold Van Gennep in 1909. Van Gennep insisted that all rituals of 'passing through' occurred in 3 successive phases a rite of separation a rite of transition and a rite of aggregation.

The person whose status is to be changed must undergo a ritual which marks his departure from the old version of himself there has to be some act which symbolises the fact that he has transitioned.

Activity 2

For each of the following sentence pairs, identify the sentence with the correct punctuation.

1. a. His grades are as follows, English: A, History; B, Science, D.
b. His grades are as follows: English, A; History, B; Science, D.
2. a. Ivan had become a doctor; Rodney, a store manager; and Alfred, a politician.
b. Ivan had become a doctor – Rodney; a store manager: and Alfred, a politician.
3. a. I saw an unusual sight last night. A sight which impressed me a great deal:
b. I saw an unusual sight last night – a sight which impressed me a great deal.
4. a. We had canned soup; canned beans and canned milk: but no can opener.
b. We had canned soup, canned beans and canned milk; but no can opener.
5. a. I knew I could not escape; the men, were watching me too closely.
b. I knew I could not escape: the men were watching me too closely.

Activity 3

Choose the punctuation that works best in the following sentences:

1. The first day of **school September 9 is** not something I look forward to.
a. school; September 9 is
b. school – September 9 – is
c. school: September 9 is
2. For tomorrow's examination, please bring the following **items a blue book**, your student ID, extra pencils and the textbook.
a. items: a blue book
b. items; a blue book
c. items, a blue book
3. Puppies need to be close to **you they** learn through contact with others.
a. you, they
b. you; they
c. you – they
4. Here's one way to stay **healthy start** including more fruits and vegetables in your diet.
a. healthy; start
b. healthy, start
c. healthy: start
5. The article describes **how to open a bank account** make a savings plan and manage your finances better.
a. how to open a bank account,
b. how to open a bank account:
c. how to open a bank account;

Lesson Title: Punctuation Review: Comma, Colon, Semi-Colon, Dash	Theme: Grammar
Practice Activity: PHL2-L110	Class: SSS 2



Learning Outcomes

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

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

Overview

Commas, semi-colons, colons and dashes all indicate a pause. When reading, take a short pause after each punctuation mark.

The features of a **comma** are as follows:

- A comma is used to separate words, clauses and ideas within a sentence.
- It is written as (,).

Examples:

- In my garden, I grow roses, lilies and daisies.
- Panting and sweating, the children came home after playing in the sun.
- The lady, wearing the blue gown, looked familiar.
- She is a cheerful, friendly child.
- 'I would like to go for an evening walk', he said.
- The examination will be held on 16th April, 2018 in London, United Kingdom.

The features of a **colon** are as follows:

- A colon is used to introduce information after a part of a sentence or a complete sentence.
- It provides further details, usually a list.
- It is written as (:).

Example:

- Scandinavia includes 3 countries: Norway, Denmark and Sweden.
- There are 3 things at which I excel: shopping, cooking and eating.

Here are some other uses for colons:

- To separate hours from minutes.

Examples:

- The time is now 9:10 a.m.
- She ran the marathon in 4:37 (four hours and thirty-seven minutes).

- To show the ratio between 2 numbers

Examples:

- The male-to-female population ratio in some countries is 1000:750.

- The odds are 50:1 that he will be elected class prefect.
- To make special notes for readers
Examples:
 - PS: Please write back to me soon.
 - Note: Trespassers will be prosecuted.
- To make references to sources in writing
Examples:
 - *English Monthly* 5: 24-28 (pages 24-28 of the 5th volume of *English Monthly*)
 - Brown, Tanya. *Must-Try Recipes*. Glasgow: Griffin Publishers, 2010 (separates the city of publication from the publisher name and year)

The features of a **semi-colon** are as follows:

- A semi-colon separates independent parts or clauses that are connected by meaning.
 - That is, the clause after the semicolon provides further details about the previous clause.
- It is written as (;).
Examples:
 - I like my new teacher; she is very kind.
 - I want to lose weight; I have started exercising regularly.

The features of a **dash** are as follows:

- A dash is used to show a break or interruption of thought between sentence parts.
- It also helps in providing details in a sentence.
- It is written as (–).
Examples:
 - The bicycle I have – I bought it only last year – is not functioning properly.
 - The farewell speech – it will be given by the headmistress – will be given tomorrow morning.

The following is an example of how to correct a text with incorrect punctuation:

Incorrect:

South Africa a country that lies in the southernmost part of Africa was colonised by the Dutch. The people of South Africa can speak many languages Afrikaans, English, Swazi, Sotho and Zulu. In South Africa's history Nelson Mandela has probably been its most popular leader unfortunately he died in 2013.

Correct:

South Africa, a country that lies in the southernmost part of Africa, was colonised by the Dutch. The people of South Africa can speak many languages – Afrikaans,

English, Swazi, Sotho and Zulu. In South Africa's history, Nelson Mandela has probably been its most popular leader; unfortunately, he died in 2013.

Practice

Activity 1

Add commas to improve the following sentences:

1. This the lady explained was a relief to her.
2. Thomas the class prefect who represented our school won the competition.
3. 'It's a bit awkward you see' he admitted at last.

Activity 2

Add semi-colons to improve the following sentences:

1. She was reluctant to leave Michael was still staring at her as if he was expecting an explanation from her.
2. Our opponents were alert we were not.
3. The flooding was devastating many lives and properties were destroyed.

Activity 3

Add colons to improve the following sentences:

1. What really happened was this he snuck into my house, turned off the lights and made away with my phone.
2. At WASSCE you must present these subjects Mathematics, English Language and Agricultural Science.
3. It is high time people learnt some of the basic skills of a responsible citizenry the ability to understand notices, newspaper articles and radio announcements.

Activity 4

Add appropriate punctuation (comma, colon, semi-colon, dash) to the following paragraph:

James is washed rinsed sprinkled or immersed and in this way all his previous obligations and attachments are symbolically untied and even annihilated. This stage is followed by a rite of transition when the person is neither fish nor fowl he has left his old status behind him but has not yet assumed his new one.

Lesson Title: Reading Skills Development: Summarising Strategies	Theme: Reading
Practice Activity: PHL2-L111	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of how to use summarising to simplify the content of a text.
2. Use paraphrasing to explain a text.

Overview

A **summary** is a shortened version of a text. The purpose of a summary is to give an overview of the main ideas and most important details of a text. It includes main supporting sentences and evidence from the text.

Here is how to summarise a text:

- Read the entire text and identify the main ideas.
- Identify the author's purpose in writing the text.
- Identify the supporting ideas in the text.
- Identify any important examples that cannot be left out.
- Ask yourself the WH questions to ensure that you have included all the important information.
- Remove any extra or unnecessary details to simplify the summary.

Paraphrasing is presenting a text in your words without changing its meaning. You are restating a writer's ideas in your own words. Paraphrasing lets you include a writer's words and ideas without plagiarizing or using quotes. When paraphrasing, you identify the writer and usually change quotes into reported speech.

The purpose of paraphrasing is to restate all of the information, not to shorten it. This is a key difference between paraphrasing and summarising.

Here is how to paraphrase a text:

- Read the text or paragraph.
- Identify its main ideas, supporting sentences and examples.
- Rewrite the text in your own words.
- When possible, change quotes into indirect or reported speech.

Practice

Activity 1

Read the news article and answer the comprehension questions on it.

Sierra Leone Needs to Support Pupils to Improve WASSCE Scores

In 1989, when I was a pupil myself, I first sat for the WASSCE. I remember sitting the examination and forgetting about it for the next few weeks while I celebrated my summer vacation with my family. That celebration was soon over when I found out that I had failed the examination. I was devastated. Thereon, I worked extremely hard to prepare for the next WASSCE, and I am proud to say that I performed well. Soon, I became a teacher. In all that time, I have done much reflection and research on how pupils' scores can improve.

Since less than 50 percent of pupils actually pass the examination, part of the problem clearly starts with how schools prepare pupils to pass the examination. In an informal poll I conducted with fifty pupils who had failed in 2015, I found that writing was pupils' weakest skill. Looking back, I can see that everyone needed more practice with writing so that they could apply the rules of grammar and essay construction that they learnt in class. Moreover, we desperately needed resources such as access to current news articles, essays, prose and stories.

Coming to the classroom level, I do believe that my fellow teachers can push their pupils more. Whether it is urban or rural schools, there is more emphasis on theory than practice. The average secondary school pupil knows the rules of the English language like the back of their hand. But when asked to apply that knowledge in conversation, comprehension and practice, they are less than confident. What we need is intensive practice time before the WASSCE where pupils' time is devoted to practising and testing the skills that they have learnt in various subjects. Teachers can help by giving specialised afterschool classes. I, for one, supported my pupils after school four days a week during the last six months of SSS 4.

Last but not least, the conviction and willingness to work hard has to come from pupils themselves. Often, pupils' undisciplined behaviour makes it hard for a teacher to do his or her job efficiently. Pupils have to take responsibility for their future since they are almost adults when they leave school. Imagine how much more effective a lesson would be if they just cooperated and tried their very best. The blame also lies with pupils for not making excellence a standard. We teachers must show them the way.

I am reaching out to everyone in the education field – schools, teachers and pupils – who need to work hand in hand to improve WASSCE scores. With more effective teaching and keen learning, we can easily improve pupils' prospects. Why should one examination deter the success and happiness of so many people? Let us change that together.

Aminata Charles
Sierra Leone Teacher's Union representative
114, Wilkinson Road, Freetown.

Comprehension questions

1. In 3 sentences, 1 for each, identify 3 reasons why pupils fail WASSCE, according to the article.
2. Write 1 sentence used by the writer to support each of the 3 points above.
3. In 3 sentences, 1 for each, state the recommendations put forward by the writer to improve pupils' grades at WASSCE.

Activity 2

Summarise the main idea of the following passage in 1 or 2 sentences:

Everyone is afraid of death as insecurity increases. The political unrest in the country often leaves thousands dead with virtually no attempt to bring the perpetrators to justice. So, the people restrict their movements. By so doing, business stops. People are unable to go to their workplaces and farms for fear of being ambushed. Other day-to-day commercial activities dwindle. The economy suffers, and poverty increases.

Lesson Title: Reading Skills Development: Summarising Strategies	Theme: Reading
Practice Activity: PHL2-L112	Class: SSS 2



Learning Outcomes

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

1. Demonstrate understanding of how to use summarising to simplify the content of a text.
2. Use summarising to explain a text.
3. Identify the main idea of a text.
4. Identify topic sentences and supporting ideas.

Overview

The purpose of a **summary** is to use your own words to give an overview of the main ideas and most important details of what you read.

To write a summary, identify the answers to WH questions: Who? What? When? Where? Why? How? Think about the text you read – what was it about and what was the writer’s purpose?

Here is how to summarise a text:

- Read the entire text and identify the main ideas.
- Identify the supporting ideas in the text.
- Identify any important examples that cannot be left out.
- Remove any extra or unnecessary details to simplify the summary.
- When summarising, use the main idea from the topic sentence to guide your summary. Details can be taken from supporting sentences.

A **topic sentence** mentions the main topic or main idea of a text or a paragraph. It moves the text in a specific direction and sets the tone of the entire text.

Supporting sentences are sentences that explain why a topic sentence is meaningful. They add details and evidence to support the topic sentence and provide a purpose to the paragraph with reasons and examples.

Practice

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

Is Urban Life Better than Rural Life?

In the age of globalisation, as many young professionals move away from their hometowns, the question often comes up: Is life better in the city or in the village? To analyse this, first let us define what we mean by ‘a good life’. A good life can be defined by three main things: education and employment opportunities, lifestyle

preferences and proximity to friends and family. Some of these are offered by a rural life while others, by an urban life.

Firstly, education and employment opportunities are inarguably better and more numerous in the city. The kind of exposure that a university student gets in an urban area is unmatched in rural areas. In a city, one can choose from various industries and organisations to work in. Moreover, people who study in cities are more likely to be well connected in their area of interest. These means of livelihood and connections are restricted in villages.

Professional life may be better in an urban setting, but family and community are still valued more in rural areas. The city can take one away from loved ones. Even though youngsters are quick to make friends in the city, rates of depression are rising among those who feel isolated from their families. Since mental health and wellbeing are also important factors affecting the quality of lifestyle, the city life loses a point here. It cannot always provide the warmth of one's own community.

Lastly, whether life is better in the city or in the village is dependent upon a person's own priorities. For some, amenities, commercial outlets and entertainment centres are important, while for others it is more important to be close to nature and away from pollution and noise. A person may choose one over the other to find the perfect balance for their life.

In conclusion, it all comes down to one's own preferences and needs. Clearly, both rural and urban life have a lot to offer – it all depends on which person needs what. After all, everyone's goals and aspirations are different.

Comprehension questions

1. In 1 sentence, what is the writer's opinion about 'the good life'?
2. In 1 sentence, summarise the disadvantage of living in the city with a reference from the passage.
3. Summarise the writer's conclusion that living in the city or in the village depends on one's priority, in 1 sentence.
4. Identify the main idea in the fourth paragraph of the passage.
5. Summarise the main idea of the second paragraph in 1 sentence and give 1 paraphrasing sentence to support the main idea.

Lesson Title: Diphthongs	Theme: Speaking and Listening
Practice Activity: PHL2-L113	Class: SSS 2



Learning Outcomes

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

1. Identify and pronounce diphthongs in words.
2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds.
3. Identify diphthongs in sentences.

Overview

Pure vowel sounds, or ‘monophthongs’ refer to a single vowel sound in a syllable. They are sounds that are spoken with the same sound from beginning to end. You do not have to change the shape of your mouth while saying the vowel sound. For example: **spoon**, **egg**, **patch**.

Diphthongs are 1-syllable sounds that have 2 pure vowel sounds together. They begin with 1 vowel sound and change to another vowel sound in the same syllable. Your mouth position changes slightly through the vowel sound. Diphthongs are usually, but not always, made when 2 vowels are next to each other in the same syllable. There are 8 diphthongs in the English language.

The following table shows 4 of the 8 diphthongs with their phonetic symbol and example words:

Phonetic sound	Example words
/eɪ/ as in ‘day’	play , aim , name
/aɪ/ as in ‘eye’	buy , ice , sign , rile
/ɔɪ/ as in ‘boy’	boil , toy , coin
/aʊ/ as in ‘mouth’	south , crown , amount

Practice

Activity 1

From the 3 options, choose the word that has the same vowel sound as the 1 in **bold**. Say the words aloud to help you decide.

Example:

Ice: eye print way

The correct answer is ‘eye’ as it has the same sound as ‘ice’.

- | | | | |
|-----------------|-------|-------|-------|
| 1. tie | chief | buy | elite |
| 2. bound | crowd | sour | coach |
| 3. grey | eye | spray | city |

4. joyful	job	layer	loin
5. how	sound	slow	who
6. doubt	bought	brought	loud
7. my	shyness	buyer	hire
8. mail	kite	brain	happy
9. kite	sitter	height	flit
10. brown	gout	own	phone

Activity 2

Identify whether the following words are pure vowel sounds or diphthongs. Read them aloud to help you decide.

1. **sway**
2. **battle**
3. **abide**
4. **spoil**
5. **flour**
6. **spray**
7. **toilet**
8. **mound**
9. **store**
10. **moist**

Activity 3

Identify the diphthongs in the following sentences:

1. I saw a brown paper bag kept on the table.
2. My sister does not like chocolates.
3. Do not spoil the painting by spraying more paint on it.
4. She lay down in the grass, listening to music.
5. We were walking side by side on that dark night.

Lesson Title: Diphthongs	Theme: Speaking and Listening
Practice Activity: PHL2-L114	Class: SSS 2



Learning Outcomes

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

1. Identify and pronounce diphthongs in words.
2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds.
3. Identify diphthongs in a listening passage.

Overview

Diphthongs are sounds that have 2 pure vowel sounds combined in 1 syllable. They begin with 1 vowel sound and change to another vowel sound in the same syllable. Diphthongs are usually, but not always, made when 2 vowels are next to each other in the same syllable.

The following are examples of diphthongs:

Phonetic sound	Example words
/eɪ/ as in 'day'	eight, grey, ache, break
/aɪ/ as in 'eye'	die, bright, line, sky
/ɔɪ/ as in 'boy'	oil, destroy, choice, noise
/aʊ/ as in 'mouth'	mouse, bow, powder, sound

Pure vowel sounds, or 'monophthongs', refer to a single vowel sound in a syllable. They are sounds that are spoken with the same sound from beginning to end. Example: broom, shell, scratch.

Both pure vowel sounds and diphthongs may be represented by 1 letter or 2 letters of the alphabet:

	Monophthongs	Diphthongs
Written as 1 letter	sell	site
Written as more than 1 letter	read	mound

Practice

Read the following paragraph and complete the activities.

Merry-Go-Round

As a kid, I loved the sight of watching other children enjoy themselves on the merry-go-round in the park. I myself had nausea and motion sickness and could not play on that ride. One day, in primary school, my friend found me standing alone in a corner. He was the tallest boy in our class and was very proud of his height. He liked me. He

told me that he would turn the merry-go-round very slowly for me if I wished to ride on it. I was shy, but I agreed. Initially, he was kind enough to turn the wheel slowly. But soon he lost all patience and started spinning it really fast. I was about to fall off, but managed to hold on tight. I did not even realise that I was shrieking. The teacher heard my loud screams and came quickly to my aid. For many days, the boy did not speak to me because he was ashamed.

Activity 1

Given below are words with diphthongs in them. Identify words from the passage with the same diphthong sound.

1. invite
2. pry
3. brown
4. foil
5. type
6. rail
7. cry
8. vow

Activity 2

Given below are words from the passage. Identify whether they are diphthongs or monophthongs.

1. loved
2. sight
3. merry
4. park
5. round
6. primary
7. alone
8. proud
9. realise
10. shrieking
11. boy
12. heard

Activity 3

Identify the word from the 3 options that has the same diphthong sound as the word given.

1. pilot
 - a. rice
 - b. pretty
 - c. prick

2. amount
 - a. flour
 - b. hound
 - c. four
3. hike
 - a. isle
 - b. wick
 - c. lick
4. coy
 - a. devoid
 - b. royal
 - c. squeaky
5. complain
 - a. plant
 - b. liar
 - c. say

Lesson Title: Collocations	Theme: Reading
Practice Activity: PHL2-L115	Class: SSS 2



Learning Outcomes

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

1. Use context clues and inference to determine the meaning of collocations in a text.
2. Demonstrate understanding of collocations.

Overview

A **collocation** is a combination of 2 or more words commonly used together in a way that sounds correct and has a specific meaning.

The following is a list of collocations with their meanings:

Collocation	Meaning
To have a good time	To enjoy oneself
To do one's best	To do a task to the best of one's abilities
To make progress	To improve or advance in a task
To make trouble	To get oneself or others into trouble
To break the ice	To become familiar with a stranger or a new friend
To break the rules	To violate or not abide by the rules
To pay attention	To be attentive to something
To save energy	To use less energy; use energy sparingly
To keep in touch	To stay in contact with someone
To come close	To be close to an opportunity or situation
Heavy rain	A lot of rain

Practice

Activity 1

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

Mr Mende's Drinking

Mr Mende was usually all alone. He was seldom seen keeping company. He was a gloomy man, who seemed to hide an awful lot of sadness inside himself. From what I knew, he was once a sprightly and cheerful man. However, he could not break his habit of drinking excessively. His only focus in life was to have a good time in pubs. He would come home and have a drink, followed by another and then another. Then he would pay a visit to a bar or two and drink until he got drunk. His family's pleas to put a stop to this lifestyle were made in vain. He made no effort to reform himself.

As time went by, Mr Mende lost track of his business. His colleagues and father handled everything, but there was only so much they could do. Unknown to Mr Mende, he incurred heavy losses. Mr Mende's father, forever concerned about his daughter-in-law and grandchildren, worked hard day and night to provide for them. But one day he could not take it any longer. He was an old man, after all, and the stress of it all got to him. On a Saturday evening as it rained heavily, he passed away.

When Mr Mende realised that his father had had very uncomfortable days in the last years of his life, it broke his heart. He wished he had never gone astray and had instead kept peace in his house. He vowed to take more responsibility from that day onward.

Comprehension questions

1. Why does Mr Mende seldom keep company?
2. According to the passage, what did 'the good life' mean to Mr Mende?
3. From the passage, how can you tell that Mr Mende's family was not happy with his drinking habit?
4. Use context clues to justify that Mr Mende was an irresponsible man.
5. Explain the meaning of '... the stress of it got to him ...' based on its use in the passage.
6. When did Mr Mende decide to face his responsibilities?

Activity 2

Use context clues to help you write an explanation for the meaning of the following collocations from the passage:

- a. to have a good time
- b. but in vain
- c. effort to reform
- d. not take it any longer
- e. passed away
- f. broke his heart


Activity 3

Each of the following sentences contains an incomplete collocation. Complete the collocation by selecting the best answer from the multiple-choice options given below each sentence.

1. My grandfather was a _____ smoker so few people were surprised when he died of oral cancer.
 - a. serial
 - b. heavy
 - c. big

2. She was too tired to cook so they had _____ food for supper.
 - a. food
 - b. meal
 - c. snack
3. To _____ time we avoided the city centre.
 - a. spend
 - b. save
 - c. keep
4. It is a golden _____. If you miss it, you will regret it.
 - a. chance
 - b. opportunity
 - c. offer
5. She changed her _____ about the adventure.
 - a. mind
 - b. offer
 - c. thoughts

Lesson Title: Collocations	Theme: Writing
Practice Activity: PHL2-L116	Class: SSS 2

	<p>Learning Outcomes</p> <p>By the end of the lesson, you will be able to:</p> <ol style="list-style-type: none"> 1. Use collocations to express an idea. 2. Write a text using appropriate vocabulary and collocations.
---	---

Overview

A **collocation** is a combination of 2 or more words commonly used together in a way that sounds correct and has a specific meaning.

Below is a list of collocations with their meanings from the previous lesson:

Collocation	Meaning
To have a good time	To enjoy oneself
To do one's best	To do a task to the best of one's abilities
To make progress	To improve or advance in a task
To make trouble	To get oneself or others into trouble
To break the ice	To become familiar with a stranger or a new friend
To break the rules	To violate or not abide by the rules
To pay attention	To be attentive to something
To save energy	To use less energy; use energy sparingly
To keep in touch	To stay in contact with someone
To come close	To be close to an opportunity or situation
Heavy rain	A lot of rain

The following are some new collocations with their meanings:

Collocation	Meaning
To feel free	To feel that you are permitted to do or take something
To take a chance	To try something risky
To save time	To use time efficiently
To keep quiet	To remain silent
To deny access	To restrict from doing something or entering somewhere
To get a shock	To be very surprised
To give permission	To give consent; to allow something
To give rise to	To cause or result in something
Dead end	The end of a road or situation with no further paths or courses of action
A deep sleep	A state of sleep where one cannot be easily woken

Practice

Activity 1

Use the collocations above to complete the following sentences:

1. We cannot drive our car ahead as there is a _____.
2. Do not be naughty and _____ for yourself and your friends in class.
3. When playing card games, one has to guess the opponent's cards and _____.
4. My aunt told us to _____ to take food from her refrigerator.
5. Yesterday, you learnt how to breathe in water and today you learnt how to float; you are quickly _____.
6. During World War II, Germany had _____ to taking over Russia but surprisingly they did not succeed in the end.

Activity 2

Make sentences using the following collocations:

1. To have a good time
2. To break the rules
3. Heavy rain
4. To keep quiet
5. To deny access
6. To keep in touch

Activity 3

Write a 100- to 150-word paragraph about maintaining discipline in school using the collocations. Try to use at least 4 collocations.

Lesson Title: Reading Comprehension – Formal Letter	Theme: Reading
Practice Activity: PHL2-L117	Class: SSS 2



Learning Outcomes

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

1. Read a text with fluency.
2. Identify the features of a formal letter.
3. Infer meaning from a text.
4. Answer questions on a text.

Overview

A **formal letter** is a letter written to authorities or to your seniors in a formal tone.

The following are the features of a formal letter:

- They are written to people in authority such as chairmen, principals, governors and directors.
- They are written in a formal tone.
- Examples of different types of formal letters include:
 - Letters of complaint: To make a formal complaint about something
 - Letters of request: To request something
 - Application letters: For university/job/scholarship applications

A formal letter of complaint is a way to inform someone of a problem. It should include all of the information relevant to the complaint.

Practice

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

Complaint Letter to the City Council

	145 Aberdeen Street Freetown. 19 th September, 2017.
The Licence Project Officer Freetown City Council Freetown.	
Dear Sir,	
COMPLAINT — ILLEGAL SHOPS IN CONGO TOWN	

I am a ward committee member, resident of Congo Town and an active participant in keeping our residential area clean and orderly. I am writing to draw your attention to the problem of several illegal shops popping up in Congo Town.

I have been living in the area for the past 15 years and know that these shops did not exist before. At least 25 new makeshift stores and vendors have set up shop in Congo Town, blocking half the road meant for pedestrians and traffic. As a result, pedestrians walk on the main road and this causes traffic jams.

Apart from traffic problems, there is also the issue of waste disposal and rubbish. Almost all of the new construction is temporary without any proper drainage system or toilets. Consequently, the shopkeepers, store owners and employees use the street to relieve themselves. They also throw their rubbish and waste near the drains, blocking those drains where rainwater is supposed to go. This causes flooding during the monsoons. Moreover, the stench has become unbearable for Congo Town residents.

Last month, some residents of this area went to the shops' owners to inquire about the shops' legality. The owners failed to produce any legal licences, and a fight broke out between the residents and the vendors. We residents believe that we have the right to protect our neighbourhood and city. We take the responsibility for its cleanliness, but cannot do so without your help.

I speak on behalf of my neighbourhood when I request you to look into this matter at the earliest and organise these illegal businesses or shut them down completely.

Yours faithfully,

Marie Davidson,
Secretary, Congo Town Residents' Association.

Comprehension questions

1. Why do you think the writer addressed her letter to this particular receiver?
2. What is the purpose of the subject of a letter? Identify the subject of this letter.
3. Why does the writer consider the shops illegal?
4. According to the passage, what are the problems caused by these vendors' shops that are illegally constructed in the Congo Town community?
5. What does the word 'pedestrian' mean as it is used in the letter? Use the word 'pedestrian' in a sentence.
6. What civic responsibility should readers learn from the passage?

Lesson Title: Reading Comprehension – Prose (development issue)	Theme: Reading
Practice Activity: PHL2-L118	Class: SSS 2



Learning Outcomes

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

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

Overview

Development issues are issues related to the infrastructure, economy, poverty, education and standard of living of a certain community. Some examples of development-based issues are: drug abuse, poverty, hunger, unsafe water, lack of infrastructure and corruption.

Corruption is common in many developing countries that have high populations of low-income groups. Usually, this means that government officials and other contractors keep the money allocated to do something instead of using it to develop the community.

Practice

Read the text and answer the comprehension questions on it.

Corruption in Healthcare

Twenty-eight-year-old Aminatu Mende sobbed as she carried her six-month-old baby boy back to her village, 25 km away from Freetown. Her baby had been suffering from indigestion and vomiting, and Aminatu, a farmer's wife, had carried her baby boy all the way to get him treated at a government clinic in Freetown. She had taken care of everything needed for this trip except one thing – the bribe. Having no money to pay a bribe of 5,000 leones, Aminatu was turned away from the clinic.

This is just one of the many heartbreaking stories in healthcare in Sierra Leone. In a country where the rate of poverty is already high, corruption makes life even harder for its citizens, especially those in the low-income groups. Whether it be rural mobile clinics or big hospitals, people usually have to pay a bribe from the clerical level to the medical staff level. This money can range from anywhere between 500 to 10,000 leones depending on the kind of service needed.

According to a report in the Guardian (2017), a 2015 survey revealed that up to 84 percent of Sierra Leoneans had paid bribes for governmental services. Though talk of bribery is usually hushed down, any common man of Sierra Leone can recount an incident when they have been confronted by a corrupt official, especially in healthcare.

This is in spite of President Koroma's Free Health Care Initiative, which provides free care for children under the age of five, and pregnant and lactating mothers.

To tackle this issue, many non-governmental organisations have started awareness campaigns to report bribery. Usually, people are afraid to report officials who have high authority. However, by calling a number on their telephone, they can report an officer or organisation that has asked them to pay a bribe. The aim is that if awareness of bribery is increased, then citizens will tolerate it less.

Perhaps a more gradual but effective way of tackling corruption in healthcare is to mobilise the youth to be vigilant and report such incidents. Young professionals, who have been educated about the ill effects of corruption, are more likely to stand against it and report incidents. Sierra Leone desperately needs the youth and other awareness campaigns to help its citizens unite against corruption.

Comprehension questions

1. Why do you think Aminata had to carry her baby boy all the way to Freetown for the treatment? Why did she go without money?
2. '... She had taken care of everything needed for the trip ...' What do you think she took care of for the trip?
3. If Aminata cannot afford to pay a bribe of 5,000 leones, which income level does she belong to?
4. Why do you think a country like Sierra Leone needs a free health care initiative?
5. Why, according to the passage, is the president's Free Health Care Initiative not effective?
6. What mechanism has been put in place for citizens to easily report cases of bribery without fear of intimidation?
7. What does the writer recommend to stop or minimise corruption in health care?
8. Identify any expository technique used in the passage.

Lesson Title: Expository Essay	Theme: Writing
Practice Activity: PHL2-L119	Class: SSS 2



Learning Outcomes

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

1. Identify the features of an expository essay.
2. Identify different types of expository essays.
3. Use an outline to draft a 5-paragraph expository essay.

Overview

An **expository essay** is informative writing which includes the following features:

- It gives instructions, describes a process or analyses information about a topic or an idea.
- It uses facts, statistics and examples.
- It may feature quotes and/or comments from experts.
- It is impersonal and unbiased

The following are some different types of expository essays:

- How-to or process essay
 - Describes a process and gives instructions on how to achieve a certain goal
Example: How to plant a sapling
- Compare and contrast essay
 - Used to show similarities and differences between 2 or more things
Example: The comparison of life in 2 cities
- Cause and effect essay
 - Shows a relationship between events or things, where one is the result of the other(s)
Example: The causes of air pollution and its effect on people's health
- Definition essay
 - Used to explain concepts and things that cannot be defined in one line
Example: The stages of photosynthesis
- Problem-solution essay
 - Used to present a problem and explain all possible solutions
Example: Reducing violence in a community

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

Practice

Use the outline to organise your ideas for the topic: Garbage disposal and its effect on the infrastructure of the city.

Introduction

Topic:

Topic sentence:

Fact/Step #1

Topic sentence:

Supporting details:

Fact/Step #2

Topic sentence:

Supporting details:

Fact/Step #3

Topic sentence:

Supporting details:

Conclusion

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

Self-check questions

Read your outline and check that you have included the following:

- 3 complete topic sentences that are related to the main idea of the essay
- Supporting sentences that provide more information and evidence
- A summary of all the information for the conclusion
- A suitable closing sentence

Lesson Title: Expository Essay	Theme: Writing
Practice Activity: PHL2-L120	Class: SSS 2



Learning Outcomes

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

1. Write an essay demonstrating correct usage of the features of an essay.
2. Draft an essay relevant to the topic with well-organised ideas.
3. Use appropriate and relevant vocabulary when writing.
4. Write an essay with correct grammar and spelling.

Overview

An **expository essay** is informative writing and includes the following features:

- It gives instructions, describes a process or analyses information about a topic or an idea.
- It uses facts, statistics and examples.
- It may feature quotes and/or comments from experts.
- It is impersonal and unbiased.

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

Practice

Activity 1

1. Use your completed outline of an expository essay to finish writing your essay on the topic: Garbage disposal and its effect on the infrastructure of the city
2. Once you have finished writing your essay, check that it includes the following features of an expository essay:
 - An introductory paragraph with a topic sentence which introduces the main idea
 - At least 3 paragraphs that explain 1 main idea each
 - Logically organised paragraphs, either in order of importance or chronology
 - Paragraphs that all have a topic sentence with supporting statements
 - A closing paragraph with a summary of the essay and a topic sentence
 - No grammatical errors or spelling mistakes

Activity 2

Use the outline from the previous lesson to plan and write an expository essay explaining how to increase green spaces in your neighbourhood. This will be a process or how-to expository essay.

Lesson Title: Introduction to Clauses	Theme: Grammar
Practice Activity: PHL2-L121	Class: SSS 2



Learning Outcomes

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

1. Define types of clauses and demonstrate understanding of their function in a sentence.
2. Identify main and subordinating clauses in sentences.
3. Differentiate between phrases and clauses.
4. Write sentences using appropriate vocabulary and clauses.

Overview

A **clause** is a building block of a sentence. It is a group of related words that contains a subject and a verb.

The features of a clause are as follows:

- A clause is a part of a sentence that contains the subject and its predicate.
- A clause is longer than a phrase and shorter than a sentence.
- A clause has a noun-verb relationship in it.

Example:

- Sentence: I will reach school on time if I leave now.

Clause 1: I will reach school on time. (subject – I; verb – will reach)

Clause 2: if I leave now. (subject – I; verb – leave)

There is a difference between clauses and phrases:

- Clauses have a subject-verb relationship while phrases do not.

Example:

- Sentence: He was standing outside the class.

Clause: He was standing. (subject – He; verb – was standing)

Phrase: Outside the class. (adverbial phrase modifying the verb 'standing')

There are 2 main types of clauses:

- **Main/independent clause:**

- A clause that can function as a complete thought by itself

Example: Fatu ate a sandwich after she listened to the radio.

('Fatu ate a sandwich' is a main clause because it works as a standalone sentence.)

- **Subordinating/dependent clause:**

- A clause that is not a thought in itself

- It 'depends' on the main clause to have a meaning.

- It usually starts with a conjunction, preposition, adjectival phrase or adverbial phrase.

Example: after she listened to the radio

(The clause 'after she listened to the radio' is a subordinate clause because it does not work as a standalone sentence.)

- Subordinate clauses sometimes interrupt or come in the middle of a main clause.

Example:

Sentence: That man who is sitting in the chair is my grandfather.

Main clause: That man is my grandfather.

Subordinate clause: who is sitting in the chair ('who is sitting in the chair' breaks the main clause.)

The following examples show how to differentiate between main and subordinate clauses:

- Sentence: I found my notebook, although I did not find my pen.
Main/independent clause: I found my notebook.
Subordinate/dependent clause: although I did not find my pen
- Sentence: Although he was ill, he went to work.
Main clause: he went to work.
Subordinate clause: Although he was ill

Practice

Activity 1

Identify whether the group of words in **bold** are phrases or clauses.

1. **Very quietly**, Marie tiptoed into the room.
2. **The examination will be held** after the winter holidays.
3. **Seychelles is an island country** that belongs to Africa.
4. The factory **behind my house** will soon shut down.
5. **Even though she was shy**, she performed confidently on stage.

Activity 2

Identify whether the clauses in **bold** are main or subordinate clauses.

1. **She went to the market** and then to the park.
2. Usually, I like to eat fish **when it is dinnertime**.
3. **Wherever you find some shade**, sit there and read.
4. **I first met her in Ghana**, where I lived as a child.
5. **Just two to three minutes after he arrived at the party**, the little baby started crying.

Activity 3

Complete the following sentences with either a main clause or a subordinate clause from the options given in the table below.

though he liked studying Maths	I injured my knee	that I wanted to wear	because its pages are starting to fall out
my grandmother needed spectacles to read	as there are many diverse tribes in the country	that man will inform us whether it will rain today	and I also like bananas

1. I ironed the dress _____.
2. _____, he did not score well in it.
3. I like grapes _____.
4. The people of Papua New Guinea speak many languages, _____.
5. This copy of the book needs special care _____.
6. _____ while playing yesterday.
7. Because of poor vision, _____.
8. _____, based on the data from the weather department.

Lesson Title: Types of Clauses	Theme: Grammar
Practice Activity: PHL2-L122	Class: SSS 2



Learning Outcomes

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

1. Define types of clauses and demonstrate understanding of their function in a sentence.
2. Identify different types of clauses in sentences.
3. Write sentences using appropriate vocabulary and clauses.

Overview

A **main clause** or independent clause is a clause that can function as a complete thought by itself.

Example: **We go to school** because **we need to learn**.

A **subordinate clause** or dependent clause is not a complete thought in itself. It 'depends' on the main clause to have a meaning.

Example: **If it rains tomorrow**, the tennis match will be cancelled.

Subordinate clauses are further divided into categories:

- **Noun clause:** This is a dependent clause that functions as a noun. It can be a subject, object or complement.
Examples:
 - She did not know **that the ice cream had melted**. (object of verb 'know')
 - They knew **where he worked**. (object of 'knew')
- **Adjectival clause:** This is a clause that functions as an adjective and modifies a noun.
Examples:
 - I visited my grandfather **who lives in another village**. (modifies the noun 'grandfather')
 - Solar energy, **which we get from the sun**, is a renewable source of energy. (modifies the noun 'solar energy')
- **Adverbial clause:** This is a clause that functions as an adverb. It modifies verbs, adjectives and other adverbs.
Examples:
 - I eat **whenever I am hungry**. (modifies the verb 'eat')
 - **Once they saw the car coming**, the birds flew away from the street. (modifies the verb 'flew')

The following are examples of how to write sentences using specific types of clauses:

- She went outside _____. (adverbial clause)
Example: She went outside to play with her cousins.

- We want to eat _____. (noun clause)
Example: We want to eat something that is sweet.
- This is the girl _____. (adjectival clause)
Example: This is the girl who ranked the highest.

Practice

Activity 1

Identify whether the clauses in **bold** are noun, adverbial or adjectival clauses.

1. The player's problem was **that he did not practise enough**.
2. The king always did **as he liked**.
3. My biggest achievement was **when I won the music competition**.
4. Ice cream, **which most people love**, is not very healthy.
5. I am the captain of **the local football team playing today**.
6. **After we had eaten lunch**, we went back to work.
7. These are good pupils **who finish their homework on time**.

Activity 2

Fill in the blanks with the types of clauses given in brackets.

1. I did not like the fact that _____. (noun clause)
2. _____ cleans the dishes. (noun clause)
3. We have a prize for _____. (noun clause)
4. I have a stomach ache because of _____. (noun clause)
5. He could not stop his habit of eating chocolate _____. (adverbial clause)
6. _____, this car is the best option for you. (adverbial clause)
7. She plucked some flowers _____. (adjectival clause)
8. I have a book _____. (adjectival clause)

Activity 3

Identify whether the clauses in **bold** are main or subordinate clauses.

1. These are cups and **those are plates**.
2. **Since you like apples**, I will bake an apple pie for you.
3. I have a special pencil **which can be sharpened from both sides**.
4. I do not eat seafood because **I am allergic to it**.
5. **While she worked**, she listened to music.
6. **She worked** and she listened to music.

Lesson Title: Diphthongs	Theme: Speaking and Listening
Practice Activity: PHL2-L123	Class: SSS 2



Learning Outcomes

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

1. Identify and pronounce diphthongs in words.
2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds.
3. Identify diphthongs in sentences.

Overview

Diphthongs are sounds that have 2 pure vowel sounds combined in 1. Examples: **day, down, round**

The following is a list of the diphthongs you learnt in previous lessons:

Phonetic sound	Example words
/eɪ/ as in 'day'	same, slay
/aɪ/ as in 'eye'	sly, right
/ɔɪ/ as in 'boy'	alloy, soil
/aʊ/ as in 'mouth'	loud, gown

The following are some new diphthongs:

Phonetic sound	Example words
/ɪə/ as in 'ear'	hear, peer
/ʊə/ as in 'pure'	secure, Europe
/eə/ as in 'pair'	there, where
/əʊ/ as in 'slow'	go, toe

Practice

Activity 1

Identify whether the words below contain diphthongs or pure vowel sounds.

1. loan
2. tear
3. peel
4. why
5. grieve
6. lame
7. beer
8. allure

9. **bought**
10. **should**

Activity 2

Below are words that contain diphthongs. Identify the word from the multiple-choice options that contains the same diphthong sound.

1. **assure**
a. pure b. tool
2. **bowl**
a. lawn b. boat
3. **near**
a. seal b. clear
4. **chair**
a. there b. wait
5. **avoid**
a. toy b. tore

Activity 3

Identify words with diphthongs in the following sentences. Read the sentences aloud to help you find the answers.

1. I have the same coat as you do.
2. I blew the whistle.
3. The air was filled with the noise of the party.
4. We need to plough the field regularly.
5. Does your car have a spare tire?
6. The mother left her child in the nurse's care.
7. Don't be shy; go down to the main hall and meet everyone.
8. The bones of the animal were strewn all over.

Lesson Title: Diphthongs	Theme: Speaking and Listening
Practice Activity: PHL2-L124	Class: SSS 2



Learning Outcomes

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

1. Identify and pronounce diphthongs in words.
2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds.
3. Identify diphthongs in a listening passage.

Overview

Diphthongs are sounds that have 2 pure vowel sounds combined in 1.

Example: **grey**, **night**, **pure**

The following is a complete list of diphthongs with examples:

Phonetic sound	Example words
/eɪ/ as in 'day'	main, weigh
/aɪ/ as in 'eye'	right, why
/ɔɪ/ as in 'boy'	enjoy, toil
/aʊ/ as in 'mouth'	down, round
/ɪə/ as in 'ear'	clear, deer
/ʊə/ as in 'pure'	sure, jury
/eə/ as in 'pair'	stare, there
/əʊ/ as in 'slow'	low, toe

Practice

Activity 1

Read aloud the words in the table of diphthongs above to practise correct pronunciation of the vowel sounds.

Activity 2

Identify whether the following words contain pure vowel sounds or diphthongs.

1. volume
2. **crew**
3. **clean**
4. **moan**
5. slide
6. **clue**
7. surprise

8. **sheer**
9. **treat**
10. **naughty**
11. **mere**
12. **hare**
13. **talk**
14. **ploy**

Activity 3

Read the following passage and answer questions on it.

The Injured Pigeon

One morning, my mother was brewing some tea. As she put the kettle on the stove, she looked at the view outside. The sky was clear even though it was humid. Suddenly, she saw a pigeon fall down in our garden. We went outside to the pigeon's aid. To our dismay, the pigeon had injured itself and was unable to walk. It looked fearful. This upset my little sister. So as not to disappoint her, we decided to help the bird.

To rescue the pigeon, we took it to the nearest veterinarian's clinic. The veterinarian assured us that it was nothing to worry about. He applied an ointment on the pigeon's wing and requested that we care for it for a day. We provided the pigeon with some seeds and water as it lay down in the kitchen. My sister was also beginning to cheer up and smile. Before we knew it, it was evening. Then suddenly, the bird flew out of our window. My sister was very joyful and had a happy glow on her face.

1. Read the passage aloud with clear intonation and emphasis on words with diphthongs.
2. Identify words from the passage that have the same diphthongs as the words below. Identify a new word for every answer.
 - a. **brew**
 - b. **clear**
 - c. **lace**
 - d. **more**
 - e. **play**
 - f. **glare**
 - g. **blow**
 - h. **new**
 - i. **died**
3. Identify and write new words that have the same pure vowel sounds as the words below taken from the passage.
 - a. one
 - b. us
 - c. bird
 - d. our

Lesson Title: Reading Comprehension – Creative Writing (WASSCE)	Theme: Reading
Practice Activity: PHL2-L125	Class: SSS 2



Learning Outcomes

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

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

Overview

Creative writing is a form of writing that is created by the writer. It can be fictional, imaginative or narrative.

In creative writing, the writer can create his or her own story or plot. The writer need not use facts or statistics to support any statement.

In the WASSCE, you may be asked to write a short story to illustrate an idiom or a saying. A **saying** is a commonly used expression that offers wisdom or a lesson. Its meaning goes beyond the literal meaning of the words. For example, the saying, ‘The early bird catches the worm’, means that a person who works towards a goal or makes use of an opportunity early is likely to succeed.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

The Early Bird Catches the Worm¹

Going down memory lane, the saying ‘the early bird catches the worm’ reminds me of Monday. When I was in junior secondary school, I came across two other boys who became my closest friends. My name is Tunde and my friends’ names are Monday and Yakubu. We all wrote the Junior WAEC in the same year and proceeded to senior secondary together.

The incident I am recollecting is centred around one of us – Monday, to be precise. At first, we were all considering different professions and fields but not working towards those goals too seriously. However, Monday seemed to be more serious about his future. He often tried to coax and persuade us into planning and studying more. Monday had good foresight and had clearly decided on becoming a computer technician. He claimed that he knew a lot about how computer systems worked. Because Yakubu and I also fantasised about being able to use and operate

computers easily, we jumped on the bandwagon and declared that we would become computerists.

In reality, we were not all that serious about becoming computerists. Instead of studying hard, we focused all our energy on making jest of Monday's dream and mocking him for aspiring to something so specialised and unique. Typical of pupils in school, we began mocking him and making fun of him, too. We started calling him 'computer mechanic'. Yakubu and I thought we were the best.

Little did we know that the term 'computer mechanic' hardly offended Monday. To our surprise, he had begun taking lessons in computers and technology every day after school. By the time we got to SSS 3, he had already started repairing faulty computers and making money. I remember feeling envious of him when he bought himself a pair of new shoes in SSS 3 from his own savings.

No sooner had we finished writing our final examinations than he opened an office with a little help from his father. We, who had thought him foolish, were now the foolish ones. We even called on him in his office to request repairs to our computers. Seeing his happiness and success, we decided to learn the trade from him. In spite of the way we had treated him, Monday taught us the skills for old times' sake. By the time we were ready to open our own office, he had become a well-known technician and we were only amateurs. Clearly, by starting his studies all the way back in SSS 1, Monday had helped himself to a bright future. The early bird catches the worm.

Comprehension questions

1. What does the writer mean by 'Monday had good foresight'?
2. What does 'computerists' mean based on context clues from the text?
3. Why did Tunde feel envious of Monday?
4. Why did Tunde and Yakubu feel foolish when they went to Monday for help repairing their computers?
5. How did Monday become successful before his 2 other friends?

Activity 2

Identify and explain the idioms in the following sentences from the text.

1. 'Because Yakubu and I also fantasised about being able to use and operate computers easily, we jumped on the bandwagon and declared that we would become computerists'.
2. 'Monday taught us the skills for old times' sake'.
3. 'Going down memory lane, the saying "the early bird catches the worm" reminds me of Monday'.

Activity 3

Write the synonyms for the following words taken from the text.

1. proceeded
2. recollecting
3. precise
4. declared
5. aspiring
6. jealous
7. amateur

Activity 4

Identify the subordinate clause in each of the sentences from the passage and identify its type as well (noun, adjective or adverbial):

1. 'When I was in junior secondary school, I came across two other boys who became my closest friends'.
2. 'By the time we got to SSS 3, he had already started repairing faulty computers and making money'.
3. 'Clearly, by starting his studies all the way back in SSS 1, Monday had helped himself to a bright future'.

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

Lesson Title: Creative Writing	Theme: Writing
Practice Activity: PHL2-L126	Class: SSS 2



Learning Outcomes

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

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

Overview

Creative writing is a form of writing that is created by the writer. It can be fictional, imaginative or narrative.

In creative writing, the writer can create his or her own story or plot. The writer need not use facts or statistics to support any statement.

In the WASSCE, you will be asked to write a short story using an idiom or a saying. A **saying** is a commonly used expression that offers wisdom or a lesson. Its meaning goes beyond the literal meaning of the words. For example, the saying, 'Strike while the iron is hot', urges the reader to seize or use an opportunity at the right time.

The following are components of a creative text:

- Introductory paragraph
 - Attention grabbing and interesting to engage the reader
- Body (2 to 3 paragraphs)
 - Develops characters and plots; introduces twists
- Closing paragraph
 - Contains the conclusion and the lesson/moral

Practice

Activity 1

Use the following outline to write the main ideas on the topic: 'Strike while the iron is hot'.

- **Topic** – *What are you writing about? Be specific; choose a day or an incident.*

- **Characters** – *Who is your narrative about? Friends, family, strangers?*

- **Setting** – *Where and when does it take place? Describe it.*

- **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge*

- **Moral/Theme** – *What did you learn? How did the experience affect you?*
-

Activity 2

1. Use the outline to write a creative text on the topic: 'Strike while the iron is hot'.
2. Check your work to ensure that you have included the following:
 - An engaging or attention-grabbing introductory paragraph
 - A body which develops the plot and the characters
 - A plot that is relevant to the saying or idiom
 - A closing paragraph that gives a lesson or brings out the meaning of the saying

Activity 3

Use the outline to write another text on the topic: 'A stitch in time saves nine' (meaning: timely action in any matter saves one from trouble).

Lesson Title: Adjectival Clauses	Theme: Grammar
Practice Activity: PHL2-L127	Class: SSS 2



Learning Outcomes

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

1. Define adjectival clauses and demonstrate understanding of their function in a sentence.
2. Identify adjectival clauses in sentences.
3. Write sentences using appropriate vocabulary and adjectival clauses.

Overview

Adjectival clauses are subordinate clauses which function as an adjective and modify a noun.

Example:

- Sentence: The plane in which we are flying is new.
 - Main clause: The plane is new.
 - Subordinate clause: in which we are flying (describes the plane)

An adjectival clause will usually come after the noun it qualifies in the sentence; however, it may not come directly after the noun.

Example:

- Sentence: The people in the crowd, who were angry, started screaming.
 - Main clause: The people in the crowd started screaming.
 - Subordinate clause: who were angry (describes the 'people')

Adjectival clauses usually start with relative pronouns such as 'that', 'which', 'who', 'those', 'whom'. That is why adjective clauses are also called relative clauses.

Practice

Activity 1

Identify the adjectival clauses in the following sentences.

1. The tree, which contains red leaves, is unique.
2. That is the backpack I have been wanting to buy.
3. The pupil who wins the race will get to compete at the national level.
4. The children who enter the bus first have the best chance of getting a seat.
5. Pluto, which was the tiniest planet in the solar system, is no longer considered a planet.
6. Crops that are grown organically are expensive.
7. Semi-precious stones that are used in jewellery are in high demand in the market.
8. The Cherry Blossom Festival of Japan, which attracts thousands of international tourists every year, is held in Kyoto.

Activity 2

Complete the following sentences with adjectival clauses.

1. I cannot find my umbrella _____.
2. The forest _____ is a biodiversity hotspot.
3. Chimpanzees _____ are supposed to be some of the most intelligent animals.
4. This doctor _____ will treat you.
5. My house _____ is behind the mosque.
6. The car _____ is the latest model from a reputable company.
7. The flowers in the bouquet _____ are withering.
8. My friend _____ is moving to another city.

Activity 3

Combine each of the following pairs of sentences into 1 complex sentence with an adjectival clause.

1. The pupil has won the race. He is the best athlete of our school.
2. I am looking for my exercise book. It has a yellow cover.
3. These are members of my family. I am very close to them.
4. My mother has prepared a rice dish. It has always been my favourite dish.
5. You look angry. Can you tell me the reason?

Lesson Title: Adverbial Clauses	Theme: Grammar
Practice Activity: PHL2-L128	Class: SSS 2



Learning Outcomes

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

1. Define adverbial clauses and demonstrate understanding of their function in a sentence.
2. Identify adverbial clauses in sentences.
3. Write sentences using appropriate vocabulary and adverbial clauses.

Overview

Adverbial clauses are subordinate clauses that function as adverbs. They modify a verb, adjective or another adverb in a sentence.

Example:

- Sentence: He read a book **whenever he found the time**.
 - Main clause: He read a book
 - Adverbial clause: whenever he found the time. (describes the verb 'read')

The following are different functions of an adverbial clause:

- To refer to time
 - Uses words such as 'when', 'as soon as', 'whenever', 'before', 'until', 'since', 'now'
 - Example: Tell the cook **when he should start cooking**.
- To refer to place or location
 - Example: She takes her sister with her **wherever she goes**.
- To refer to the manner of a verb or action
 - Example: You paint this picture **however you want to**.
- To refer to contrasts in actions happening together
 - Example: **While he was singing a song**, his sister was trying to study.
- To describe the degree of an adjective
 - Examples:
 - You can eat as many vegetables **as you like**.
 - He is much more intelligent **than he appears**.
- To use conjunctions such as 'in spite of', 'although'
 - Example: **Even though he is a doctor**, he does not like injections.
- To describe purpose
 - Example: He studied hard **in order to pass the exam**.
- To describe a result of or reason for an action
 - Example: They visited a museum **so that they could learn about their culture**.

Practice

Activity 1

Identify the adverbial clauses in the following sentences.

1. Marie sings better than Ramatu does.
2. Because of his alcohol addiction, the man's liver was damaged.
3. Since he graduated from university, he has received 2 job offers.
4. The bedsheet in this room is blue, while the cushion covers are pink.
5. They went to Switzerland, so that they could ski in the mountains.
6. Since he was frustrated with his colleague's rudeness, he complained about him to the boss.
7. I will run as far as I can.

Activity 2

Fill in the blanks in the following sentences with adverbial clauses.

1. _____, we have to take care of her.
2. They left the party early _____.
3. You had better put your spectacles in their case _____.
4. The monsoon this year came much earlier _____.
5. His sickness is not as bad _____.

Activity 3

Given below are pairs of sentences. Combine them into 1 sentence to make complex sentences with adverbial clauses.

1. The man filled out an application. He wanted admission to the university.
2. I visited the library. I needed to find a book on history.
3. You will get back from your trip tomorrow. Give me a call.
4. You see the glass as half empty. I see it as half full.
5. He was scared of dogs. But he still went into the house with the dogs.

Lesson Title: Present Participle	Theme: Grammar
Practice Activity: PHL2-L129	Class: SSS 2



Learning Outcomes

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

1. Define the present participle and demonstrate understanding of its function in a sentence.
2. Identify the present participle in sentences.
3. Write sentences using appropriate vocabulary and the present participle.

Overview

The **present participle** is formed from verbs. It can be used as an adjective or to form tenses.

The present participle is formed from verbs by adding ‘-ing’ at the end of the main verb.

Examples:

- play – playing
- read – reading

The following are the various functions of the present participle:

- To form tenses such as present continuous, past continuous and future continuous
Example:
- Verb – to cry
- Present participle – crying
- Used in continuous tense – The boy **is crying**. / The boy **was crying**.
- To form adjectives
Examples:
- The **crying** boy was shedding tears.
- The **playing** child was enjoying herself.
- To show movement and position
Examples:
- I lay **looking** up at the stars.
- I went **running** last evening.
- To show verbs of perception after an object
Example: I thought I heard someone **laughing**. (‘someone’ is the object)
- To show 2 actions happening at the same time
Examples:
- While **eating** his food, he also **read** the newspaper.
- **Putting on** her coat, she **looked** for the house keys.
- To give a reason
Example: **Knowing** that her teacher would be pleased, the pupil finished her homework.

Present participles should not be confused with gerunds (words that act as nouns).
Examples:

- I took swimming lessons. ('swimming' is a noun here)
- I like baking. ('baking' is a noun)

Practice

Activity 1

Identify the present participle in the following sentences.

1. Imagining what his future could be like, the pupil studied hard.
2. My brother likes fishing, so he is buying a fishing rod at the store.
3. His ageing grandmother could not walk without support anymore.
4. I am playing the piano at home.
5. Moving toward the back of the class, I avoided the naughty pupil.
6. The local club gives art classes, if that is interesting to you.

Activity 2

Make sentences using the present participle with the following verbs as per the prompts given in brackets.

1. to scream (adjective)
2. to read (verb)
3. to read (adjective)
4. to peel (verb)
5. to sing (adjective)
6. to darken (adjective)

Activity 3

Fill in the blanks in the following sentences with a present participle and its correct tense.

1. While _____ my book, I feel asleep. (to read)
2. When Mohammad _____ the vegetables, he cut his finger. (to chop)
3. The boys _____ up to the base camp of Mount Everest tomorrow. (to hike)
4. Thank you for _____ to my speech with so much attention. (to listen)
5. At what time will you _____ the financial matter? (to discuss)

Activity 4

Fill in the blanks in the sentences with a present participle which functions as an adjective. Use the words from the word bank.

Word Bank

lecturing	living	giggling	running	lying
-----------	--------	----------	---------	-------

1. The _____ girls could not hide their laughter any more.
2. The taps do not have any _____ water.
3. Organisms that can feel and grow are called _____ things.
4. The _____ child did not want his mother to know that he had eaten all the chocolates.
5. I want to talk to the teacher _____ on international relations.

Lesson Title: Past Participle	Theme: Grammar
Practice Activity: PHL2-L130	Class: SSS 2



Learning Outcomes

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

1. Define the past participle and demonstrate understanding of its function in a sentence.
2. Identify past participles in sentences.
3. Write sentences using appropriate vocabulary and the past participle.

Overview

Past participles are formed from verbs. They can be used as adjectives or to form tenses.

Past participles are formed by adding an ‘-en’, ‘-ed’, ‘-n’, ‘-t’ or ‘-d’ at the end of the verb. The past participle forms of irregular verbs are often different and need to be memorised.

Examples:

- take – taken
- load – loaded
- die – died
- learn – learnt
- begin – begun (irregular)
- cut – cut (irregular)
- go – went (irregular)
- feed – fed (irregular)
- forget – forgotten (irregular)

The following are the functions of past participles:

- To form tenses such as past perfect, present perfect and future perfect; to describe completed actions. They are formed with auxiliary verb has/have.
Examples:
 - She **had eaten** her breakfast when I reached her house. (past perfect)
 - I **have closed** the bedroom door. (present perfect)
 - I **will have played** with my sister all day by the time you visit us tomorrow. (future perfect)
- To form adjectives
Examples:
 - Her **swollen** eyes appeared red because she had not slept.
 - The **ruined** cake was still delicious.
- To form sentences in the passive voice
Examples:
 - The toast has been **kept** on the plate.
 - The house will be **cleaned** by the end of the day.

Practice

Activity 1

Make sentences using the past participle as per the prompts given in brackets.

1. to fall (adjective)
2. to answer (verb)
3. to defeat (passive voice)
4. to defeat (verb)
5. to defeat (adjective)

Activity 2

Fill in the blanks in the following sentences with past participles from the word bank.

Word Bank

hardened	chipped	claimed
shown	shamed	answered

1. A person should not be _____ for the way they look.
2. Have you _____ your reimbursement for the ticket?
3. Make sure that you have _____ all the questions before you submit your paper.
4. My _____ tooth needs to be seen by a dentist.
5. Diamonds are made up of _____ substances.
6. We were _____ all the famous tourist spots in Freetown.

Activity 3

Identify the sentence from the 2 versions which uses the past participle correctly.

1. a. The sliced cucumber looked fresh.
b. The slice cucumber looked fresh.
2. a. I had screamed at my sister.
b. I screamed at my sister.
3. a. The flowers have been planted by the gardener.
b. The flowers has been planted by the gardener.
4. a. The crowd that was gathered in the courtyard.
b. The crowd had gathered in the courtyard.
5. a. The bag was fill with pens and pencils.
b. The bag was filled with pens and pencils.

Lesson Title: Vocabulary Development: Building and Building Construction	Theme: Reading
Practice Activity: PHL2-L131	Class: SSS 2



Learning Outcomes

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

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

Overview

The WASSCE will test your knowledge of vocabulary on specific topics. One such topic is **building and construction**.

The following vocabulary is related to building and construction:

- **Building:** A structure with a roof and walls
Example: This is a building made with bricks.
- **Construction:** The process of building a structure.
Example: Next month, we will start the construction of the 2 extra rooms of our house.
- **Blueprint:** The plan or design of a specific place like a building or a house
Example: The interior designer presented the blueprint of the new office building.

Practice

Activity 1

Read the text and answer the comprehension questions on it.

Building the New House

My father is a **builder**. Last month, he bought the **materials** needed to **construct** our new house. He has spent the past six months **designing** the **interior** and preparing the **blueprint** of our new house. It will have two bedrooms and a hall. My mother also demanded a large, airy kitchen with an **arched doorway** because that was the kind of house she grew up in.

Some **labourers** and **construction workers** are already hard at work laying the **foundation** with **iron rods** to make our house stable and strong. Once they finish the **substructure**, my father will instruct them on what to do next. They will build the **exterior** walls, followed by the **interior** walls, and finally complete it with doorways and windows. My father has paid attention to every small detail, such as the quality of the **cement** and **plaster** that we will use to make the **structure** sturdy.

Comprehension questions

1. What planning and preparation has the writer's father done before the construction of the house starts?
2. What kind of a kitchen does the writer's mother want? Why?
3. Why does the house need a foundation and a substructure?
4. What will the writer's father and the construction workers do after the substructure is built?

Activity 2

Given below are words from the passage. Identify their synonyms (words with similar meanings).

1. materials
2. construct
3. interior
4. structure
5. sturdy

Activity 3

Identify the type of dependent/subordinate clauses (in **bold**) in the following sentences.

1. Some labourers and construction workers are already hard at work, **laying the foundation with iron rods to make our house stable and strong.**
2. **Once they finish the substructure,** my father will instruct them on what to do next.

Activity 4

Make sentences with the following words:

1. construct
2. interior
3. structure
4. sturdy

Lesson Title: Vocabulary Development: Building and Construction	Theme: Writing
Practice Activity: PHL2-L132	Class: SSS 2



Learning Outcomes

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

1. Use general vocabulary associated with the field of building and construction.
2. Complete a text using appropriate vocabulary.

Overview

The WASSCE will test your knowledge of vocabulary on specific topics. One such topic is **building and construction**.

The following vocabulary is related to building and construction:

- Construction: The process of building a structure
- Blueprint: The plan or design of a specific place like a building or a house
- Foundation: The layer of bricks, concrete or other material below the ground on which a building is built for support
- Iron rods: Long sticks of iron used in making a building's foundation
- Substructure: The part of the building below the ground
- Cement: A grey powder that is mixed with water to make concrete; applied on the walls of a building
- Plaster: A wet substance that hardens when it is dry which is used to make smooth walls and ceilings
- Scaffolding: A temporary structure on the outside of a building made up of metal rods and planks which builders stand or sit on while working
- Building permit: A licence authorising the construction of a building in a community
- Lintel: A piece of stone or wood that lies across the top of a door or window
- Joist: A strong, heavy board that supports a floor or ceiling
- Superstructure: The part of the building above the ground
- Painter: A person who paint the walls, doors and window frames of buildings
- Electrician: A person who installs and repairs electrical equipment in a building
- Architecture: The practice of designing and planning a building

Practice

Activity 1

Write a sentence for each of the following words.

1. superstructure
2. architecture

3. plaster
4. foundation
5. joist

Activity 2

Fill in the blanks using words from the word bank.

Word Bank

scaffolding	nails	building permit
drilled	foundation	concrete

1. My sister used a hammer to insert _____ into the walls of our house.
2. The electrician _____ holes into the walls where things would be hung.
3. While walking down the wooden _____, the construction worker almost fell.
4. _____ walls are made of cement and are extremely difficult to break.
5. Without a _____, you cannot start constructing this factory.
6. To lay the _____, we used wooden and iron beams and rods.

Activity 3

Write a short text, about 100 to 150 words, explaining the process of building a small house. Use at least 5 words from the vocabulary list given in the overview. You may use words from your own knowledge as well.

Lesson Title: Past Participle – Irregular Verbs	Theme: Grammar
Practice Activity: PHL2-L133	Class: SSS 2



Learning Outcomes

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

1. Define the past participle and demonstrate understanding of its function in a sentence.
2. Identify irregular verbs in the past participle in sentences.
3. Write sentences using appropriate vocabulary and irregular verbs in the past participle.

Overview

Past participles of regular verbs are formed from verbs by adding an ‘-en’, ‘-ed’, ‘-n’, ‘-t’ or ‘-d’ at the end of the verb.

Examples:

- to take – taken
- to load – loaded
- to die – died
- to learn – learnt

However, **past participles of irregular verbs** are formed in different ways:

- In some verbs, all 3 forms of the verb have the same spelling:

Irregular main verb	Simple past	Past participle
Cut	cut	(have/had) cut
Put	put	(have/had) put
Hit	hit	(have/had) hit

- Sometimes, the simple past and past participle forms of the verb are the same:

Irregular verb	Simple past	Past participle
sit	sat	(have/had) sat
light	lit	(have/had) lit
keep	kept	(have/had) kept

- Sometimes, all 3 forms of the verb are different:

Irregular verb	Simple past	Past participle
swim	swam	(have/had) swum
break	broke	(have/had) broken
begin	began	(have/had) begun

The following are examples of how past participles of irregular verbs are used in sentences:

Main verb	Present perfect	Past perfect	Future perfect
to think	I have thought about your problem.	I had thought about your problem before I met you.	I will have thought about your problem when we meet.
to choose	I have chosen the black shirt.	I had chosen the black shirt by the time I left the shop.	I will have chosen the black shirt when I leave the shop.
to begin	I have begun my practice.	I had begun my practice before she left.	I will have begun my practice when she leaves.

The following are examples of how to use past participles of irregular verbs when changing from 1 tense to another:

- simple past → past perfect: I drank the juice. → I had drunk the juice when you asked for it.
- simple present → present perfect: I fight with my sister. → I have fought with my sister.
- simple future → future perfect: I will fight with my sister. → I will have fought with my sister by this time tomorrow.

Practice

Activity 1

Complete the table with the past participles of the following irregular verbs.

	Infinitive	Simple past	Past participle
	Example: to hide	hid	hidden
1.	to bite	bit	
2.	to awake	awoke	
3.	to blow	blew	
4.	to dig	dug	
5.	to draw	drew	
6.	to hang	hung	
7.	to light	lit	
8.	to pay	paid	
9.	to read	read	
10.	to run	ran	

Activity 2

Fill in the blanks in the following sentences with past participles and auxiliary verbs (have/had) of the verbs in brackets.

Example: I _____ my toy. (to break)

Answer: I have broken my toy.

1. Fudia _____ that she wants to study economics. (to say)
2. Jebbeh _____ a sandpit at the beach when we met her. (to dig)
3. Will you _____ the book by the day after tomorrow? (to read)
4. The man looking for his hat _____ it on the nail when he entered. (to hang)
5. I _____ the coffee to make it frothy. (to shake)
6. My mother _____ some vegetables at the market on Friday. (to buy)
7. Please make sure that you _____ your bedroom floor by tomorrow morning. (to sweep)
8. She is the first lady to _____ across the English Channel. (to swim)
9. I _____ how to do long division before primary school. (to understand)
10. The teacher will _____ this lesson by Monday morning. (to teach)

Activity 3

Change the following sentences to the tenses given in brackets.

Example: I have changed my clothes. (past perfect)

Answer: I **had changed** my clothes yesterday.

1. Will you leave tomorrow? (future perfect)
2. Did Isata throw the garbage out yesterday? (past perfect)
3. I am writing a letter to my father. (present perfect)
4. The clock struck 12. (past perfect)
5. The player will spin the ball. (present perfect)

Lesson Title: Past Participle – Irregular Verbs	Theme: Grammar
Practice Activity: PHL2-L134	Class: SSS 2



Learning Outcomes

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

1. Define the past participle and demonstrate understanding of its function in a sentence.
2. Identify irregular verbs in the past participle in sentences.
3. Write sentences using appropriate vocabulary and irregular verbs in the past participle.

Overview

Past participles of irregular verbs are formed in the following ways:

- All 3 forms of the verb have the same spelling.

Examples:

Main verb	Simple past	Past participle
let	let	(have/had) let
hurt	hurt	(have/had) hurt

- Only the simple past and past participles have the same spelling.

Examples:

Main verb	Simple past	Past participle
sleep	slept	(have/had) slept
leave	left	(have/had) left

- All 3 forms of the verb have different spellings.

Examples:

Main verb	Simple past	Past participle
speak	spoke	(have/had) spoken
hide	hid	(have/had) hidden

Past participles of irregular verbs have the following functions in sentences:

- To form sentences in tenses such as the present perfect, past perfect and future perfect

Examples:

- Present perfect – I **have taken** my uniform for ironing.
- Past perfect – I **had taken** my uniform for ironing when I saw you last night.
- Future perfect – I will **have taken** my uniform for ironing by tomorrow afternoon.

- To form sentences in the passive voice using auxiliary verbs such as ‘had been’, ‘has been’ and ‘will have been’
Examples:
 - The snake **will be struck** with a cane. (to strike)
 - The rice **has been eaten** by the children. (to eat)
 - The diamond **had been stolen** from the shop. (to steal)
- To form adjectives the same way one does with regular verbs – no auxiliary verb required
Examples:
 - The **drunk** man was not able to walk straight. (to drink)
 - The **swept** floor looks clean. (to sweep)

Practice

Activity 1

Fill in the blanks in the following sentences with past participles of the irregular verbs given in brackets. Then identify whether the past participle has been used as a tense, as an adjective or in the passive voice.

Example: The food ____ on the table. (to keep)

Answer: The food was kept on the table. – passive voice.

1. This famous quote _____ by Nelson Mandela. (to speak)
2. The neatly _____ poem has been composed by me. (to write)
3. The _____ sweater has been made with wool. (to weave)
4. She _____ the cake with her own recipe yesterday. (to make)
5. The _____ cave lies deep in the forest. (to hide)
6. The children _____ lots of delicious food at the ceremony. (to feed)
7. The _____ pupil will represent our school in a singing competition. (to choose)
8. Saidu’s books _____ using a strong cloth. (to bind)

Activity 2

Make sentences with the past participles of the following irregular verbs.

Example: to speak

Answer: I **have spoken** at many conferences.

1. to eat
2. to do
3. to forgive
4. to know
5. to hear
6. to run
7. to tell
8. to weep
9. to take
10. to stand

Lesson Title: Auxiliary Verbs (have, be, do)	Theme: Grammar
Practice Activity: PHL2-L135	Class: SSS 2



Learning Outcomes

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

1. Define auxiliary verbs and demonstrate understanding of their function in a sentence.
2. Identify auxiliary verbs in sentences.
3. Write sentences using appropriate vocabulary and auxiliary verbs.

Overview

Auxiliary verbs are the 'helping' verbs in a verb phrase that come before the main verb.

The 3 most common auxiliary verbs are 'be', 'have' and 'do'. These auxiliary verbs have various functions in a sentence:

- They function as helping verbs.
Examples:
 - I **am** reading a book.
 - We **have** read a book.
 - She **does** like reading books.
- They function as main verbs by themselves.
Examples:
 - The pupils **are** quiet.
 - The pupils **have** their exercise books with them.
 - The pupils **do** their homework.

There are some additional ways in which the auxiliary verb '**be**' is used:

- In continuous tenses
Examples:
 - I **was** playing.
 - You **are** playing
 - She **is** playing.
- To form sentences in the passive voice. 'Have' is always used in passive voice.
Examples:
 - She **has been** taught by that teacher.
 - They **have been** scolded by their mother.

The auxiliary verb '**have**' is also used to form perfect tenses with past participles.

Examples:

- I **have** studied for the exam.
- They **had** studied for the exam when I tested them.

The auxiliary verb 'do' is used in different ways.

Examples:

- To ask questions
Examples:
 - **Did** you finish your homework?
 - Whom **did** you give the book to?
- To make statements negative
 - I **did not** finish my homework.
 - I **did not** give the book to anyone.

Another example of auxiliary verbs are **modals**. Their features are as follows:

- They are used to show obligation, possibility and necessity.
- Modals include 'can', 'could', 'may', 'might', 'must', 'ought', 'should' and 'would'.

Practice

Activity 1

Identify the sentence from the 2 given options which contains the correct auxiliary verb.

1. a. Hassan has a beautiful chair in his house.
b. Hassan have a beautiful chair in his house.
2. a. The monkeys was jumping from branch to branch.
b. The monkeys were jumping from branch to branch.
3. a. I have baked an apple pie last month.
b. I had baked an apple pie last month.
4. a. Sarjoh and I were best friends.
b. Sarjoh and I was best friends.
5. a. The teacher do not like naughty children.
b. The teacher does not like naughty children.

Activity 2

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

1. _____ you have an extra pencil sharpener? (does/do)
2. The sailor _____ not take too many passengers aboard his boat. (do/did)
3. _____ you read the essay I wrote? (have/had)
4. The players of the team _____ given new shoes for this match. (have been/has been)
5. They _____ driving across the continent. (was/were)
6. I _____ going to tell you a secret. (will be/am)

Activity 3

Read the following paragraph and correct the incorrect auxiliary verbs in it.

Psychologists say that different people has different concepts of locus of control. The locus of control is how a person thinks his or her life are controlled. For example, some people has the belief that their life are determined by fate and destiny. This was called external locus of control, that is, some other forces affect your life. On the other hand, some people have the belief that their lives is determined by their own actions. This is called internal locus of control, meaning that the control of one's life were contained in his or her own decisions and choices.

Lesson Title: Auxiliary Verbs (continuous tenses)	Theme: Grammar
Practice Activity: PHL2-L136	Class: SSS 2



Learning Outcomes

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

1. Define auxiliary verbs and demonstrate understanding of their function in a sentence.
2. Identify auxiliary verbs in continuous tenses in sentences.
3. Write sentences using appropriate vocabulary and auxiliary verbs in continuous tenses (past, present, future).

Overview

The **auxiliary verbs** 'have', 'be' and 'do' function as helping verbs.

Examples:

- I **am** digging a hole.
- We **have** found the treasure.
- She **does** go for a walk every evening.

The following table shows how auxiliary verbs change in continuous tenses. In the continuous tenses, the verb 'to be' is the helping verb.

- The present continuous tense is formed by: 'am/are' + verb + '–ing'.
- The past continuous tense is formed by: 'was/were' + verb + '–ing'.
- The future continuous tense is formed by: 'will be' + verb + '–ing'.

Present continuous	Past continuous	Future continuous
I am playing netball. They are playing football.	I was playing netball yesterday. They were playing football yesterday.	I will be playing netball tomorrow. They will be playing football tomorrow.

The following table shows how auxiliary verbs change in perfect continuous tenses.

- The present perfect continuous tense is formed by: 'have/has' + 'been' + verb + '–ing'.
- The past perfect continuous tense is formed by: 'had' + 'been' + verb + '–ing'.
- The future perfect continuous tense is formed by: 'will have' + 'been' + verb + '–ing'.

Present perfect continuous	Past perfect continuous	Future perfect continuous
I have been playing basketball for many years.	I had been playing basketball for many years when I broke my ankle.	I will have been playing basketball for many years when I reach university.

Practice

Activity 1

Identify the auxiliary verbs in the following sentences.

1. Wesseh has been eating all the chocolates.
2. The children are going to perform on stage.
3. Tomorrow evening, the judge will be deciding on the punishment for the criminal.
4. The Kamaras are having a party at their house.
5. My favourite cricket player was speaking on the radio.
6. This man on television is doing an interesting stunt.

Activity 2

Fill in the blanks with the correct form of the auxiliary verb from the options given in brackets.

1. The rescue team _____ an efficient job of helping flood victims. (is doing/are doing)
2. This school _____ its campus renovated before the new year started. (was having/were having)
3. I _____ harassed by these gang members every other day. (am being/have being)
4. All of us _____ getting together to study as a group. (are/am)
5. That man _____ a panic attack. (were having/was having)
6. The alumni members of my school _____ planning a reunion. (has been/have been)

Activity 3

Rewrite the following sentences in the tense given in brackets.

1. I am becoming very late for school. (past continuous)
2. You were having a problem with your classmate. (present continuous)
3. We were dancing to the music all night long. (future continuous)
4. I have been having joint pains. (present continuous)
5. She is doing everything in her power to help her brother get out of prison. (past continuous)
6. Where are the campers sleeping? (future continuous)

Lesson Title: Comprehending a Listening Passage (report)	Theme: Writing
Practice Activity: PHL2-L137	Class: SSS 2



Learning Outcomes

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

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

Overview

To **report** something means to give a detailed description of an incident, a project or an experience. In writing, a report:

- Tells about an event in chronological order.
- Seeks to give the reader information about something that happened.
- Uses formal language and puts any informal language or colloquialisms in inverted commas.
- Can be descriptive, narrative, persuasive or expository.

Practice

Activity 1

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

Report on the Progress of the Beach Clean-Up Project

The pupils of SSS 2 started the Beach Clean-Up Project on 16th April, 2017. Last Friday, 18th October, was the seventh visit to the beach in Aberdeen. The project members report that there has been a lot of collaboration, help and support from citizens, tourists and municipal authorities.

As part of the campaign, some pupils have been talking to municipal officers over the past few months. After much convincing, they have now installed eight new garbage bins at the beach. The pupils also helped to install signs that ask people to dispose of their rubbish in the bins. These signs have been designed by SSS 2 pupils themselves. The municipal authorities and pupils together put them up at regular intervals along the length of the beach. In addition, 20 pupils from the team have been holding cleanliness awareness campaigns at the beach. Yesterday was their fourth campaign. In this, they spoke with vendors, shopkeepers, and fruit and vegetable sellers about throwing away waste in the right places. They also managed to get a local environmental activist to join them in talking to regular visitors and local residents at the beach. The people were enthusiastic and willing to learn about how they can contribute to cleanliness.

In the recent meeting, the project members decided that they will follow up next week on whether the new rubbish bins are being utilised. They have also planned to have a clean-up drive, inviting young people from the local community. They will provide them sticks and waste disposal bags to collect rubbish.

Submitted by:
Maliki Bah,
Leader, Beach Clean-Up Project.

Comprehension questions

1. How long has the Beach Clean-Up Project been in existence?
2. How many times have the SSS 2 pupils visited the beach at Aberdeen?
3. So far, what have the pupils achieved in their awareness campaign?
4. Why do you think pupils are speaking to local residents and visitors at the beach?
5. How are people reacting to this project at the beach?
6. What is the third paragraph of the report primarily about?

Activity 2

Given below are words from the report. Identify synonyms for each of them.

1. report
2. support
3. convincing
4. design
5. campaigns
6. enthusiastic

Activity 3

Identify the present participles and auxiliary verbs in the following sentences.

1. 'As part of the campaign, some students have been talking to municipal officers over the past few months'.
2. 'Also, twenty pupils from the team have been holding cleanliness awareness campaigns at the beach'.

Activity 4

Identify the past participles and auxiliary verbs in the following sentences from the report.

1. 'After much convincing, they have now installed eight new garbage bins at the beach'.
2. 'The municipal authorities and pupils together have put them up at regular intervals along the length of the beach'.
3. 'They have also planned to have a clean-up drive, inviting young people from the local community'.

Lesson Title: Report	Theme: Writing
Practice Activity: PHL2-L138	Class: SSS 2



Learning Outcomes

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

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

Overview

To **report** something means to give a detailed description of an incident, a project or an experience. In writing, a report:

- Tells about an event in chronological order.
- Seeks to give the reader information about something that happened.
- Uses formal language and puts any informal language or colloquialisms in inverted commas.
- Can be descriptive, narrative, persuasive or expository.

The following are the components of a report:

- Title of the report in Title Case
- Introductory paragraph that summarises the report
 - Contains details such as date, time, place
- Body
 - 2-3 paragraphs
- A closing paragraph that summarises and/or mentions any action to be taken
- Subscript
 - 'Submitted by', name, appointment

Practice

Use the following outline to organise your main ideas for a report on the topic: 'Your new principal missed the recent annual sports day at your school. Write a report to tell him/her about the day'.

<u>Title of Report (Title Case)</u>
Introductory paragraph: _____.
Body (2-3 paragraphs)
Main idea 1: _____.
Main idea 2: _____.
Main idea 3: _____.
Closing paragraph: _____.
Submitted by:
Name: _____
Appointment/Designation: _____.

Self-check questions

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

- A title
- An introductory paragraph with the date and a summary of the report
- 2 to 3 main ideas for the body
- A closing sentence/paragraph
- Your name and designation

Lesson Title: Report	Theme: Writing
Practice Activity: PHL2-L139	Class: SSS 2



Learning Outcomes

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

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

Overview

In the WASSCE English Language examination, you may be asked to write a **report** about an event, an incident or an experience.

A report:

- Tells about an event in chronological order.
- Seeks to give the reader information about something that happened.
- Uses formal language and puts any informal language or colloquialisms in inverted commas.
- Can be descriptive, narrative, persuasive or expository.

The following are the components of a report:

- Title of the report in Title Case
- Introductory paragraph that summarises the report
 - Contains details such as date, time, place
- Body
 - 2-3 paragraphs
- A closing paragraph that summarises and/or mentions any action to be taken
- Subscript
 - 'Submitted by', name, appointment

The following are examples of how you can begin an introductory paragraph:

- The annual sports day was held on ...
- This report will give you the details of the sports day ...
- Great Heights Secondary School conducted its eleventh annual sports day...

Remember to organise your paragraphs in chronological order – the order in which events took place – as this is a descriptive text.

Most of the report should be written in past tense since the event or experience will have already taken place.

Practice

Activity 1

1. Finish writing your report, in about 200-250 words, on the topic: 'Your new principal missed the recent annual sports day at your school. Write a report to tell him/her about the day'.
2. Check your report to ensure that you have included the following:
 - The title of the report
 - An introductory paragraph that summarises the report
 - 2-3 main ideas with clear and specific details in the body
 - A closing sentence/paragraph
 - Your name, signature and designation
 - Correct grammar and spelling

Activity 2

Use the outline from the previous lesson to organise your ideas and write a report on the topic: 'A recent fight in the school'.

Lesson Title: Rhyme	Theme: Listening and Speaking
Practice Activity: PHL2-L140	Class: SSS 2



Learning Outcomes

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

1. Identify rhyme patterns.
2. Read rhymes with speed and accuracy.
3. Correctly pronounce different words that rhyme.

Overview

Rhyming words are words that end with the same sound.

To check if words rhyme, focus on their pronunciation and not on their spellings.

Examples:

- who – true; red – head: These words rhyme but have different spellings.
- host – lost: These words have similar spellings but sound different.

Rhyming words are used most often in poems to make them sound melodious and pleasant.

The **rhyme scheme** of a poem is the pattern of rhyming words at the end of each line in a stanza. Different poems have different rhyming patterns and schemes.

Examples: ABAB, AABB, ABCB, ABBA

The following is an example that shows how to determine the rhyme scheme (pattern) of a stanza from the poem, 'Neither Out Far Nor In Deep', by Robert Frost:

Neither Out Far Nor In Deep¹
by Robert Frost

The people along the sand
All turn and look one way.
They turn their back on the land.
They look at the sea all day.

- The first line ends with the sound /and/.
- Label it 'A'.
- The second line ends with the sound /ay/.
- Label it 'B'.
- The third line also ends with the sound /and/. This rhymes with line 1.
- Label it 'A'.
- The fourth line ends with sound /ay/. It rhymes with line 2.
- Label it 'B'.
- Put all the labels together.
- The rhyme scheme of this stanza is ABAB.

Practice

Activity 1

Identify the rhyming words from the multiple-choice options given. Read the words aloud to help you find the answer.

1. sight
a. bite b. high
2. flower
a. over b. hour
3. glow
a. allow b. below
4. fire
a. fur b. liar
5. host
a. post b. cost
6. money
a. funny b. lonely
7. sphere
a. leer b. there
8. fair
a. sheer b. hare

Activity 2

Give 2 rhyming words for each of the following words.

1. fellow
2. slime
3. clicker
4. prank
5. whale
6. flying
7. whole
8. dove
9. soul
10. rise

Activity 3

Identify the rhyme scheme in the following excerpts from different poems.

1. When I have Fears that I may Cease to Be²
by John Keats

When I behold, upon the night's starr'd face,
Huge cloudy symbols of a high romance,

And think that I may never live to trace
Their shadows, with the magic hand of chance

2. The Echoing Green³
by William Blake

The sun does arise,
And make happy the skies.
The merry bells ring
To welcome the Spring.

3. The Tower of Famine⁴
by Percy Bysshe Shelley

Amid the desolation of a city,
Which was the cradle, and is now the grave
Of an extinguished people — so that Pity
Weeps o'er the shipwrecks of Oblivion's wave,
There stands the Tower of Famine. It is built
Upon some prison-homes, whose dwellers rave.

¹ 'Neither Out Far Nor In Deep' by Robert Frost (1936) is in the public domain.

² 'When I have Fears that I may Cease to Be' by John Keats (1848) is in the public domain.

³ 'The Echoing Green' by William Blake (1789) is in the public domain.

⁴ 'The Tower of Famine' (1829) by Percy Bysshe Shelley (1824) is in the public domain.

Answer Key

Lesson Title: Consonant Clusters

Practice Activity: PHL2-L097

Activity 2

1. shampoo
2. swallow
3. twinkle
4. hold
5. lord
6. ark
7. shark
8. pelting
9. pilfer
10. mould

Activity 3

1. His nose appeared **swollen** due to a **cold**.
2. The **children** were **pelting** **stones** at the **tree** in the **park**.
3. The **twelve** **cards** are **kept** on the **shelf**.
4. Tomorrow, we will attend the **bird camp**.
5. The **clerk** was **hard** at **work** to improve himself.

Lesson Title: Comprehending a Listening Passage – Formal Letter
--

Practice Activity: PHL2-L098

Activity 1

1. Marie had done a lot of research on the laws regarding women owning land. This work is special because it helps women obtain more rights.
2. It means that Marie was finding it difficult to pay for her education.
3. The scholarship is proof that she is a worthy and capable candidate.
4. The tone of this letter is formal and thankful.
5. It has been written to someone in a position of authority. It uses formal language and tone.

Activity 2

1. various
2. progress
3. heartfelt
4. restrict
5. provide
6. merit
7. able
8. spark
9. reform
10. update

Activity 3

Example answers:

1. give
2. inactive
3. allow
4. unable
5. decrease
6. insufficient
7. regress

Activity 4

- Adverbial phrases – even harder than before; next year
- Verb phrases – will do; will increase

Lesson Title: Reading Comprehension – Persuasive Essay

Practice Activity: PHL2-L099

1. Some educators and others think that morality and ethics should not be taught in school because it will be challenging to implement, considering some schools are still struggling with teaching English and Mathematics.
2. The writer thinks that introducing morality and ethics in schools is the need of the hour because of the increasing rate of crime, assault and intolerance around the world. He/she argues that schools are the one and only place that can set young people on the right path.

3. In the second paragraph, the writer cites an article in the Telegraph that reported on an incident where a student assaulted another student. The writer also made reference to Harvard University's 'Making Caring Common' project which argues that schools are now too focused on helping students score well in their examinations and get admission into universities and forgetting to instill societal values and humanity in them.
4. Children may grow to become the kind of adults who do not take responsibility for speaking out against wrong things. Crime and intolerance will continue to increase.
5. The writer gives examples of parents engaging in corruption, bribery, violation of tax laws and domestic violence.
6. Being a good human means being compassionate, caring and responsible and valuing humanity and equal rights.
7. The writer argues that many parents are too busy, some parents set bad examples themselves and others are so focused on giving their children a secure career that they forget about making their children good human beings first.
8. Two persuasive techniques used in the essay are: referencing another report and referencing experts (the Harvard 'Making Caring Common' project).

Lesson Title: Reading Comprehension – Persuasive Essay

Practice Activity: PHL2-L100

1. The writer referred to the four countries as 'industrialised countries' because they are considered to be developed with a lot of industries and do not solely depend on other countries for products, services and amenities.
2. According to the passage, President Koroma said that the death penalty would be changed to life imprisonment.
3. The writer argues that playing God by punishing someone with death is barbaric. Studies have proven that implementing the death sentence does not reduce the number of murders that take place. There is a possibility a mistake could be made in the justice system and an innocent person could be killed.
4. One persuasive skill adopted by the writer is the statistics presented in the first paragraph to show the number of countries that still have the death penalty in their law books. In addition, the essay references studies and research that have proven that the death penalty does not prevent murders from taking place.
5. According to the writer, the death penalty is illogical because the judiciary system considers the act of killing illegal, but then itself kills murderers as a punishment.

Lesson Title: Interjections

Practice Activity: PHL2-L101

Activity 1

1. ouch 2. wow 3. bravo 4. ugh 5. hmm 6. bingo 7. shoo 8. darn 9. stop 10. yippee

Activity 2

Example answers:

1. **Hey**, why didn't you hold the door for me?
2. **Yippee!** I'm so happy that you decided to visit this summer.
3. **Wow**, it's not every day that you see a dog riding a skateboard.
4. **Goodness!** How can you possibly agree with that point of view?

5. He just cost us the game with that error, **rats!**
6. **Incredible!** You just gave me a great idea.
7. **Wow**, that's a very large dog at the end of that leash.
8. I can't believe that I got a D on the project, **phooey!**
9. **Yay**, my favourite author is doing a reading at the local library.
10. This is my first new car, **hurray!**

Activity 3

Examples sentences:

1. **Ugh!** I won't eat this.
2. **Excellent!** You made the mark!
3. **Wow!** This tastes good.
4. **Whew!** We made it just in time.
5. **Uh**, which one should I use?
6. **Hey!** What do you have there?
7. **Psst**, pass this note to that guy.
8. **Ooh**, that necklace is gorgeous!
9. **Oops!** I blew it again.
10. **Hurrah!** We won the match.

Lesson Title: Using Conjunctions, Prepositions and Interjections to Improve Sentence Quality

Practice Activity: PHL2-L102

Activity 1

1. to – preposition; for – conjunction
2. nor – conjunction
3. Ouch! – interjection; but – conjunction
4. so – conjunction
5. Oops! – interjection
6. Although – conjunction
7. Alas! – interjection; and – conjunction
8. when – conjunction
9. Rather than – conjunction; in – preposition; inside – preposition
10. Yes! – interjection

Activity 2

1. both – conjunction; and – conjunction
2. Wow! – interjection; of – preposition
3. neither ... nor – conjunction
4. in – preposition; in – preposition; and – conjunction
5. at – preposition; Great! – interjection
6. on – preposition
7. since – preposition
8. Hey! – interjection
9. Wow! – interjection
10. out of – preposition; and – conjunction; on – preposition

Activity 3

1. Let's keep to the plan and leave now!
2. The secretary needs to print 20 more copies of the minutes, so everyone can have a copy.
3. He intentionally hid the documents, but his secretary accidentally found them.
4. The two sisters refused to sleep under the same roof.
5. Wow! Is this all for me?
6. My friend and I quarreled last week.
7. Look how far we have come in our work, incredible!
8. Members of the association were just rounding up their discussion when the police arrived.
9. Hurrah! We made it to the next level, despite several hurdles.
10. The manager is walking out the door.

Lesson Title: Using Conjunctions, Prepositions and Interjections to Improve Sentence Quality

Practice Activity: PHL2-L103

Activity 1

Example answers:

1. Candidates who cheat **during** examinations cannot get **away** with it. **Gosh!** It would be so embarrassing to be caught **in** the act **of** cheating. Therefore, education authorities have issued a stern warning to all candidates to desist **from** every form of cheating.
2. It is **as if** it is going to rain **as** hard as a hurricane tonight. But that cannot stop me **from** attending the party where I hope **to** catch some fun **with** old pals, **hurray!**
3. **Whether** I am feeling happy **or** sad, I always try to keep a positive attitude. A positive attitude will **not only** bring you great opportunities, **but also** determine your success **in** life.
4. I am afraid **of** dogs, **yet** I appreciate the security role they play **at** night. **Although** they can sometimes be annoying, dogs can also be really helpful to human beings, especially when they get **to** know you better.
5. Theresa likes to read novels; **in contrast**, her sister Fatima likes to watch TV.
6. **Hey!** What makes you think that your car is superior **to** mine? My friend, although you just bought yours two months ago, mine is far more durable **than** yours.
7. **Wow!** She has a charming smile. Even the blind can sense her beauty. No wonder she takes great pride **in** her beauty.

Activity 2

Example sentences:

1. **Wow** (interjection)! You are taking me **with** (preposition) you **but** (conjunction) I thought the ticket was promised **to** (preposition) Fatu.
2. The man opened **up** (preposition) the box **and** (conjunction) screamed, '**Ahhhhhhh!**' (interjection)
3. **Oh no** (interjection)! The horse jumped **over** (preposition) the fence **so** (conjunction) it will be difficult to catch.

Lesson Title: Reading Skills Development: Using the Dictionary

Practice Activity: PHL2-L104

Activity 1

1. The niece meant that Nuttle should relax and be comfortable in her presence while he waited for Mrs Sappleton.
2. Nuttle needed cure for his nerve condition.
3. He doubted whether the successive visits and introductions to total strangers would be of any help to cure his nerve problem.
4. According to his sister, Nuttle's reserved and self-isolated attitude may have worsened his nerve condition.
5. His sister told him that his nerve condition would worsen if he continued to keep to himself and not talk to other people, but he doubted how successive visits to strangers with letters of introduction would help him.
6. In order to help him get familiar with people in the new rural area, his sister gave him letters of introduction to all the people she knew there so that they may get to know him.

Activity 2

1. Meantime (noun): The time in between
Example sentence: We leave early tomorrow morning. In the meantime, we should get some sleep.
2. To endeavor (verb): To try very hard to do something
Example sentence: I will endeavor to finish reading the whole book this weekend.
3. To flatter (verb): To praise insincerely
Example sentence: Joe tried to flatter the shabby appearance of the lady at the formal gathering.
4. To discount (verb): To discredit or disrespect
Example sentence: The principal chose his words carefully in order not to discount the credibility of the teachers.
5. To doubt (verb): To be uncertain about someone or something
Example sentence: I doubted we would reach home before dark.
6. Succession (noun): The coming of one person or thing after another
Example sentence: Our team has had a succession of losses.
7. To cure (verb): To make someone feel better when sick
Example sentence: He has gone to the village to cure his skin condition.
Cure (noun): A drug or course of treatment that makes someone feel better.
Example sentence: Researchers are trying to find a cure for AIDS.

Lesson Title: Informal Letter (persuasive)

Practice Activity: PHL2-L105

Example outline:

135 Aberdeen Street,
Freetown.

2nd October, 2017

Greeting: Dearest Amad,

Opening: I am writing to convince you to transfer to my school.

Body

- **Main Idea 1:** My school has a better teacher-pupil ratio. The quality of education is therefore better.
- **Main Idea 2:** My school has excellent counsellors and teachers who give good advice about careers and help with university applications.
- **Main Idea 3:** The peers and colleagues are more focused and disciplined at my school. They are also very talented and active.

Closing: You will not regret this decision.

Yours sincerely,
Yaema

Lesson Title: Informal Letter (persuasive)

Practice Activity: PHL2-L106

Activity 1

Example letter:

135 Aberdeen Street,
Freetown.

2nd October, 2017

Dearest Amad,

I was happy to hear from your mother that you are planning on transferring to another school. I must do my best to convince you that my school, Freetown Public School, is the best option for you.

The teacher-pupil ratio at my school is much better than at yours. In fact, it is one of the best in the country. We have only thirty pupils per teacher, as opposed to the sixty pupils in your class. We are able to study better, with less noise and more attention from the teacher. This has helped me perform better in my examinations.

Speaking of examinations, at Freetown Public, we get lots of practise and mock tests. Teachers do their very best to give us strategies to answer questions efficiently in examinations and score well. Pupils from our school have consistently topped WAEC examinations for seven years now.

The teachers at Freetown Public are truly hardworking and devoted to helping us do well in life. My teacher has been helping us all decide which universities we should consider applying to, or in which field our aptitude lies. We also have a career counsellor who gives advice on how to take the next steps toward our future.

I have known you since my childhood and I know for a fact that you are bright and hardworking. You deserve to be among such peers and in an environment that helps you reach your maximum potential. This would be the perfect choice for you as it is also close to your house. Oh Amad! What fun we would have here together! Please do transfer here! I will easily help you make new friends.

Yours sincerely,
Yaema.

Activity 2

Example outline:

135 Aberdeen Street,
Freetown.

2nd October, 2017.

Greeting: Dearest Auntie.

Opening: I sincerely hope this letter finds you in better health than before. I am writing to once again try to convince you to shift to our house.

Body

- **Main Idea 1:** You will not have to cook or clean here and you can recover easily.
- **Main Idea 2:** At this age, one should not have to live alone. That is what family is for.
- **Main Idea 3:** Our house is full of children and cheer. You will feel happy and active when you are with us.

Closing: Mother and Father also wish that you would agree to come here. We can pick you up and arrange for your important belongings to also be moved here.

Yours sincerely,
Yaema.

Lesson Title: Vocabulary Development: Homonyms

Practice Activity: PHL2-L107

Activity 1

Example sentences:

1. Noun: She weighs 100 pounds.
Verb: They pounded the nuts into powder.
2. Noun: Dad gave me a new computer as a present for my birthday.

- Verb: Come to the front and present your paper.
3. Noun: There were over five-thousand delegates in the convention.
Verb: The manager delegated part of his duties to his secretary.
 4. Noun: They have beautiful roses in their garden.
Verb (past tense of 'to rise'): He rose out of bed and stretched.
 5. Noun: The teacher gave us tips to help us study.
Verb: If you lean on the motorcycle it may tip over.
 6. Noun: I must finish my project before the term ends.
Verb: The bank is projecting the exchange rate difference to decrease.
 7. Adjective: My grandmother is not feeling well.
Noun: They walked to the well to get water.
 8. Noun: There is a very big sow on our school farm.
Verb: You reap what you sow.
 9. Noun: If you park in a no-parking area you will pay a fine.
Adjective: How are you? I am fine.
 10. Noun: The farmers grew a lot of produce.
Verb: It was necessary for the accused to produce a witness to prove his innocence.

Activity 2

1. Left (verb – past tense of 'to leave'): To exit; to put something somewhere and go away
Left (adjective): Indicates direction; opposite of right
Example sentence: I left my phone on the left side of the room
2. Pitcher (noun): In baseball, the player who throws the ball to the batter
Pitcher (noun): A large jug
Example sentence: The baseball pitcher asked for a pitcher of water.
3. Crane (noun): A bird
Crane (noun): A machine used at a construction site
Example sentence: The crane flew above the crane.
4. Play (noun): A theatre performance
Play (verb): To do activities for fun and enjoyment
Example sentence: While they are at the play, I am going to play with the dog.
5. Park (noun): A public area close to nature
Park (verb): To leave a vehicle in a particular place
Example sentence: Park the car here so we can walk in the park.
6. Bear (noun): An animal
Bear (verb): To tolerate
Example sentence: The bear could not bear life in a zoo.

Lesson Title: Vocabulary Development: Homonyms
Practice Activity: PHL2-L108

Activity 1

1. patience 2. wrap 3. reign 4. dear 5. ore 6. principal 7. principles 8. loose
9. plains 10. planes

Activity 2

Example text:

Yesterday, it took me an hour to clean my house. I threw away a lot of old things such as expired meat and rotten vegetables. I also found some new, unused items that I could sell in the community sale. Then I ate my lunch and drank some tea. Fortunately, my mother allowed me to keep some old but unused things that I am attached to, such as my childhood toys.

Homonyms:

- hour – our
- I – eye
- threw – through
- meat – meet
- sell – cell
- sale – sail
- ate – eight
- tea – tee
- allowed – aloud
- some – sum
- to – two / too

Lesson Title: Punctuation Review: Comma, Colon, Semi-colon, Dash

Practice Activity: PHL2-L109

Activity 1

The idea of 'rites of passage' was first introduced by the French anthropologist Arnold Van Gennep in 1909. Van Gennep insisted that all rituals of 'passing through' occurred in three successive phases: a rite of separation, a rite of transition and a rite of aggregation.

The person whose status is to be changed must undergo a ritual which marks his departure from the old version of himself: there has to be some act which symbolises the fact that he has transitioned.

Activity 2

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

Activity 3

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

Lesson Title: Punctuation Review: Comma, Colon, Semi-colon, Dash

Practice Activity: PHL2-L110

Activity 1

1. This, the lady explained, was a relief to her.
2. Thomas, the class prefect who represented our school at the debate, won the competition.
3. 'It's a bit awkward, you see', he admitted at last.

Activity 2

1. She was reluctant to leave; Michael was still staring at her as if he was expecting an explanation from her.
2. Our opponents were alert; we were not.
3. The flooding was devastating; many lives and properties were destroyed.

Activity 3

1. What really happened was this: he snuck into my house, turned off the lights and made away with my phone.
2. At WASSCE you must present these subjects: Mathematics, English Language and Agricultural Science.
3. It is high time people learnt some of the basic skills of responsible citizenry: the ability to understand notices, newspapers articles and radio announcements.

Activity 4

He is washed, rinsed, sprinkled or immersed and, in this way, all his previous obligations and attachments are symbolically untied and even annihilated. This stage is followed by a rite of transition, when the person is neither fish nor fowl; he has left his old status behind him but has not yet assumed his new one.

Lesson Title: Reading Skills Development: Summarising Strategies

Practice Activity: PHL2-L111

Activity 1

Example answers:

1. According to the article, pupils fail WASSCE because they lack the required writing skills needed to answer questions in simple and clear English, which is a result of the unavailability of reading materials. In addition, most teachers emphasise teaching the knowledge aspects of English and forget about the usage or practical aspects. Also, there is lack of willingness and commitment on the part of some learners.
2. The writer recommends the provision of learning materials to develop the reading and writing skills of the learners. The writer also calls on teachers to make the English lessons more practice-intensive rather than theory-intensive. The writer calls on pupils to take responsibility and be more cooperative and committed to learning.
3. Schools should provide greater access to resources for pupils to read. Teachers should give pupils intensive practice time before the WASSCE. They can also provide extra classes after school to help pupils.

Activity 2

Example summary:

People in the country fear death because of the political unrest. When people live in fear, the economy suffers, and poverty increases.

Lesson Title: Reading Skills Development: Summarising Strategies

Practice Activity: PHL2-L112

Example answers:

1. According to the writer, the good life is: education and employment opportunities, lifestyle preferences and proximity to friends and family.
2. According to the passage, a disadvantage to city life is that young people in cities sometimes feel depressed because life in the city strips them of the family bond they used to enjoy in their villages.
3. The choice is left to the individual whether to prioritise social amenities over family bond or the reverse, as the most important thing is how happy a person is wherever he or she lives.

4. The choice of where to stay depends on each person's priorities.
5. There are better education and career opportunities in the city. The writer states that the kinds of exposure in terms of access to quality education, career opportunities and social amenities learners get in cities far outweigh those in villages.

Lesson Title: Diphthongs

Practice Activity: PHL2-L113

Activity 1

1. buy
2. crowd
3. spray
4. loin
5. sound
6. loud
7. shyness
8. brain
9. height
10. gout

Activity 2

1. diphthong
2. pure vowel sound
3. diphthong
4. diphthong
5. pure vowel sound
6. diphthong
7. diphthong
8. diphthong
9. pure vowel sound
10. diphthong

Activity 3

1. I saw a **brown** paper bag kept on the table.
2. **My** sister does not **like** chocolates.
3. Do not **spoil** the painting by **spraying** more paint on it.
4. She **lay down** in the grass, listening to **music**.
5. We were walking **side** by **side** on that dark **night**.

Lesson Title: Diphthongs

Practice Activity: PHL2-L114

Activity 1

1. sight
2. shy
3. round
4. enjoy
5. myself
6. days
7. realise
8. loud

Activity 2

1. monophthong
2. diphthong
3. monophthong
4. monophthong
5. diphthong
6. diphthong
7. monophthong
8. diphthong
9. diphthong
10. monophthong
11. diphthong
12. monophthong

Activity 3

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

Lesson Title: Collocations

Practice Activity: PHL2-L115

Activity 1

1. Mr Mende seldom keeps company because he is deeply sad about something from deep inside.
2. According to the passage, 'the good life' to Mr Mende means excessively drinking alcohol, going from one pub to another, with nothing and nobody to worry or care about.
3. The writer states that Mr Mende's family has made several pleas for him to quit his drinking habit.
4. The first sentence of the second paragraph states that Mr Mende lost stock of his business and his friends, so his father handled it for him. Moreover, it was his father who provided for Mr Mende's family.

5. Mr Mende's father got fed up with his son's drunkenness and irresponsibility. It got to the point that he could no longer tolerate it.
6. Mr Mende only came to realise that he needed to face his responsibilities when his father, who had been covering on his behalf, passed away.

Activity 2

- a. to enjoy oneself
- b. the effort to do something was a fruitless endeavour
- c. attempts to change positively
- d. not able to deal with an unpleasant situation
- e. died
- f. caused great sadness

Activity 3

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

Lesson Title: Collocations
Practice Activity: PHL2-L116

Activity 1

1. dead end 2. make trouble 3. take a chance 4. feel free 5. making progress
6. come close

Activity 2

Example sentences:

1. All my friends came for my little sister's naming ceremony, and we **had a good time** at the feast.
2. When you **break the rules** as an adult and commit a crime, you go to prison.
3. **Heavy rain** led to flooding in many Asian countries last week.
4. We need to **keep quiet** during the singer's performance.
5. One cannot **deny access** to people in public spaces based on colour, religion or nationality.
6. Over the years, my pen pal and I have **kept in touch** with letters and emails.

Activity 3

Example paragraph:

When in school, it is important not to **break the rules**. First and foremost, one must **keep quiet** in class and not be disruptive. Though you may want to **have a good time** and talk to your seatmates, save that for after class. If you break rules, you could be **denied access** to certain privileges like membership in school clubs and societies. Just last week, my teacher refused to **give permission** to a pupil to miss classes for a district competition because he had not been behaving in class.

Lesson Title: Reading Comprehension – Formal Letter
--

Practice Activity: PHL2-L117

Example answers:

1. The writer addressed her letter to the License Project Officer of the Freetown City Council because it is his constitutional mandate to issue licences to shop and business owners within the municipality; therefore, if shops are opened without his consent, he needs to be called to attention to take the necessary actions.
2. The subject summarises the purpose of the letter in one sentence or phrase. The subject of this letter is: Complaint – Illegal Shops in Congo Town.
3. The writer considers the shops to be illegal because the vendors and owners could not produce legal documents of permits and licences to operate and to erect their buildings.
4. According to the passage, these illegal shops have blocked half the road meant for passers-by and vehicles – hence causing traffic jams. In addition, they have caused a great deal of hygiene problems in the Congo Town community, as they do not make provision for rubbish disposal and restrooms. So, they deposit their waste on the streets and relieve themselves near the drains, leaving the streets foul-smelling and flooded in the rainy season.
5. 'Pedestrian' means someone moving on foot rather than using a vehicle.
Example sentence: Most drivers and cyclists do not show respect for pedestrians on the road.
6. From the passage, citizens should learn to take responsibility for the cleanliness of their community and the city. They reserve the right to report any illegal happenings within the community to the authorities.

Lesson Title: Reading Comprehension – Prose (development issue)
--

Practice Activity: PHL2-L118

Example answers:

1. Aminata had to carry her baby all the way to Freetown for treatment because there are no medical facilities or health centres in her community. She probably went without money because she presumed that treatment is free for children under five, as well as pregnant and lactating women.
2. She would have brought her baby, money for transport, the baby's blanket and diapers, for example.
3. She belongs to the 'low-level income earners' in the country.
4. A country like Sierra Leone needs the Free Health Care Initiative because there is a high rate of poverty. The majority of citizens are low-level income earners and cannot afford quality medical treatment.
5. According to the passage, the Free Health Care Initiative is not effective because some medical staff in medical centres demand bribes from patients before they administer the treatment they freely deserve.
6. In order to easily report cases of corruption or bribery, citizens can now call a telephone number to make their reports and remain anonymous.
7. The writer recommends that authorities concerned should mobilise and empower the youths to be vigilant to report issues of corruption and bribery in the health sector of the country.

8. In the third paragraph, the writer made reference to previous research and statistics on the issue of bribery in the country. Also, in the first paragraph, the writer presented a case study of a heartbreaking bribery story of a low-level income earner, Aminata.

Lesson Title: Expository Essay

Practice Activity: PHL2-L119

Example outline:

<p>Introduction</p> <p>Topic: Garbage disposal and its effect on the infrastructure of the city</p> <p>Topic sentence: Inefficient solid waste management in densely populated communities leads to air and water pollution and also creates health issues.</p>
--

<p>Fact/Step #1</p> <p>Topic sentence: Highly populated areas have higher outputs of waste and need more efficient waste management systems.</p> <p>Supporting details: Cities such as New York and London have a well-organised system of garbage management.</p>	<p>Fact/Step #2</p> <p>Topic sentence: When garbage is not disposed of properly, it affects the quality of the water and the air.</p> <p>Supporting details: At least 20 percent of the residents of Sierra Leone suffer from water-borne diseases every year.</p>	<p>Fact/Step #3</p> <p>Topic sentence: Garbage clogs drains, blocks roads and creates traffic jams.</p> <p>Supporting details: Due to garbage clogging the drains, only two-days of rain caused the main roads of Freetown to flood this year.</p>
---	---	---

<p>Conclusion</p> <ul style="list-style-type: none"> • Summary: Inefficient waste management leads to pollution and health issues, as well as infrastructural problems. • Closing: A simple thing like getting rid of garbage properly can solve so many problems in a community.
--

Lesson Title: Expository Essay

Practice Activity: PHL2-L120

Activity 1

Example essay:

Effects of Garbage Disposal on Infrastructure

In many cities in developing countries, especially those with high-density populations like Lagos and Kinshasa, garbage disposal and solid waste management are a big concern. High populations place more stress on the city's infrastructure to be efficient; otherwise, they lead to air and water pollution and health issues.

Though garbage management is a tedious task in crowded communities, the governments of New York City and London, some of the most highly visited cities in the world, have a well-organised system for waste management. A dedicated team and a well-managed system is needed to collect garbage regularly and dispose of it every day in a place far away from the centre of the city. This is why the levels of pollution in these cities is less than the capital cities in most countries in Sub-Saharan Africa.

When garbage is not disposed of properly, germs, bacteria and other microbes travel through air, infecting air quality and water. It is no wonder then that at least 20 percent of Sierra Leoneans suffer from water-borne diseases every year. The heaps of garbage lying around are clearly visible. Worse is that this garbage can enter water channels and rivers and affect sources of drinking water.

When garbage is left free and unattended to, it falls and clogs up the city's drains. This leads to immediate flooding in the monsoon season. In 2016, only two days of heavy rainfall caused the streets of Freetown to flood because the drains where water is supposed to run were blocked. The responsibility and blame for this lies mostly with community members who litter and throw trash wherever they please on the streets.

Given that waste management can make or break the infrastructure of a city, more attention needs to be paid to the issue both by the government and the people. A simple thing like throwing trash in the right place can greatly affect the quality of life and health of a community.

Activity 2

Example outline:

Introduction

Topic: How to increase green spaces in your neighbourhood

Topic sentence: From small family-based projects to mobilising a community, a lot can be done to increase the green spaces in an area.

Fact/Step #1

Topic sentence:

Take personal initiative and set an example.

Fact/Step #2

Topic sentence:

Organise a community garden in your neighbourhood.

Fact/Step #3

Topic sentence:

Approach your local government to support the development of green spaces and provide materials.

Supporting details:
Create your own kitchen garden and encourage others to do the same.

Supporting details:
Get neighbours to participate and others to fund this project.

Supporting details:
Use their support to increase awareness of the project and get a larger population to participate.

Conclusion

- Summary: One can take personal initiative to motivate the community to increase green spaces.
- Closing: Eventually, an action that starts with one person can inspire hundreds of people to participate.

Lesson Title: Introduction to Clauses

Practice Activity: PHL2-L121

Activity 1

1. phrase 2. clause 3. clause 4. phrase 5. clause

Activity 2

1. main clause 2. subordinate clause 3. subordinate clause 4. main clause
5. subordinate clause

Activity 3

1. I ironed the dress that I wanted to wear.
2. Though he liked studying Maths, he did not score well in it.
3. I like grapes and I also like bananas.
4. The people of Papua New Guinea speak many languages, as there are many diverse tribes in the country.
5. This copy of the book needs special care because its pages are starting to fall out.
6. I injured my knee while playing yesterday.
7. Because of poor vision, my grandmother needed spectacles to read.
8. That man will inform us whether it will rain today, based on the data from the weather department.

Lesson Title: Types of Clauses

Practice Activity: PHL2-L122

Activity 1

1. noun clause 2. adverbial clause 3. noun clause 4. adjectival clause 5. noun clause
6. adverbial clause 7. adjectival clause

Activity 2

Example answers:

1. I did not like the fact that she did not obey my orders.
2. The person who eats last cleans the dishes.

3. We have a prize for whoever wins this competition.
4. I have a stomach ache because of the chocolate pudding I ate.
5. He could not stop his habit of eating chocolate even though he tried hard.
6. As far as I can tell, this car is the best option for you.
7. She plucked some flowers that were growing in the garden.
8. I have a book that has a map of the world.

Activity 3

1. main clause 2. subordinate clause 3. subordinate clause 4. main clause
5. subordinate clause 6. main clause

Lesson Title: Diphthongs

Practice Activity: PHL2-L123

Activity 1

Diphthongs – 1, 2, 4, 6, 7, 8; Pure vowel sounds – 3, 5, 9, 10

Activity 2

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

Activity 3

1. same, coat, you 2. blew 3. air, noise 4. plough, regularly 5. your, spare, tire
6. child, care 7. shy, down, main 8. bones, strewn, over

Lesson Title: Diphthongs

Practice Activity: PHL2-L124

Activity 2

Diphthongs – 1, 2, 4, 5, 7, 8, 11, 12, 14; Pure vowel sounds – 3, 6, 9, 10, 13

Activity 3

1. a. view b. cheer c. face d. before e. day f. care g. stove h. rescue i. provided
2. Example answers: a. ton b. bus c. herd d. car

Lesson Title: Reading Comprehension – Creative Writing (WASSCE)
--

Practice Activity: PHL2-L125

Activity 1

1. It means that Monday was able to plan for the future.
2. Computerists are people who can operate computers. Context clue: Use and operate computers.
3. Tunde felt envious of Monday because Monday was able to buy himself a new pair of shoes with his savings.
4. They felt foolish because they had mocked Monday for studying hard to become a computer technician and Monday was now more successful than they were.
5. Monday took after-school lessons in computers and by SSS 3, he was already skilled at repairing and using computers.

Activity 2

1. Jumped on the bandwagon: Joined or followed something popular

2. For old times' sake: In honour of a memory from the past
3. Going down memory lane: Revisiting or recollecting an incident from the past

Activity 3

1. began
2. remembering
3. exact
4. stated
5. aiming
6. envious
7. non-professional

Activity 4

1. 'When I was in junior secondary school' – adverbial clause
2. 'By the time we got to SSS 3' – adverbial clause
3. 'By starting his studies all the way back in SSS 1' – adverbial clause

Lesson Title: Creative Writing
Practice Activity: PHL2-L126

Activity 1

Example outline:

- **Topic** – *What are you writing about? Be specific; choose a day or an incident.*
When I met the Maths professor of a leading global university
- **Characters** – *Who is your narrative about? Friends, family, strangers?*
Myself and a Maths professor from a leading university where I wanted to do my higher studies
- **Setting** – *Where and when does it take place? Describe it.*
In my school
- **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge*
I was lazy and unwilling and my team could not take part in the Maths inter-school competition.
- **Moral/Theme** – *What did you learn? How did the experience affect you?*
I learnt to never let an opportunity go to waste.

Activity 2

Example text:

Strike While the Iron is Hot

In school, they used to call me 'the maths wizard'. I am gifted in mathematics and have always been excellent with numbers. I took a lot of pride in tutoring my siblings and close friends when they needed help with Maths lessons. I had also won several inter-school competitions and achieved top examination scores, and my teachers were very proud of me. My dream was to gain admission into a leading university in the UK or USA on a scholarship and study Maths there.

This opportunity was handed to me on a platter when a renowned professor from a leading university was visiting Sierra Leone. He had come to do some work with the Ministry of Education and was also going to be a guest at the national-level Maths competition to be held at our school. You would think I would have taken this opportunity to meet him.

However, I did not. I had become arrogant by SSS 2 and assumed that my principal would introduce me to this professor without my even requesting it. I had also become lazy and did not even try to take part in the competition. On the day of the national competition, there

were over 50 bright pupils and teachers at my school. I felt invisible in that crowd, especially because I was not even taking part.

The professor was busy mingling with the participants. After all, why would he pay attention to a pupil who was not amongst the top Maths pupils of the country? I regretted not having taken part. I was feeling jealous because, in spite of being very capable, I was not able to impress this man.

Later, I learned that the pupil who had won the Maths competition was from another school and had impressed the professor a great deal. The professor promised to give him a glowing recommendation. Three years later, that pupil went to the UK to study at that university on a full scholarship. I did not use the one opportunity I had. This shows that one must strike the iron while it is hot.

Activity 3

Example outline:

A Stitch in Time Saves Nine

- **Topic** – *What are you writing about? Be specific; choose a day or an incident.* I did not study for my examinations on time and then I had too much material to review before the day of the examination.
- **Characters** – *Who is your narrative about? Friends, family, strangers?*
Me and my parents
- **Setting** – *Where and when does it take place? Describe it.*
School, home
- **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge* Even though I had made a timetable to study, I never actually followed it. I spent my study holiday playing and wasting time.
- **Moral/Theme** – *What did you learn? How did the experience affect you?*
I should have started studying much earlier. A stitch in time saves nine.

Lesson Title: Adjectival Clauses
Practice Activity: PHL2-L127

Activity 1

1. which contains red leaves
2. That is the backpack
3. who wins the race
4. who enter the bus first
5. which was the tiniest planet in the solar system
6. that are grown organically
7. that are used in jewellery
8. which attracts thousands of international tourists every year

Activity 2

Examples:

1. I cannot find my umbrella which I left here last night.
2. The forest which is located in Sierra Leone is a biodiversity hotspot.

3. Chimpanzees, which are a lot like monkeys, are supposed to be some of the most intelligent animals.
4. This doctor, who is wearing the white coat, will treat you.
5. My house, which has green windows, is behind the mosque.
6. The car that has so much leg space is the latest model from a reputable company.
7. The flowers in the bouquet that I bought this morning are withering.
8. My friend, whom I have known since childhood, is moving to another city.

Activity 3

1. The pupil, who is the best athlete in our school, has won the race.
2. I am looking for my exercise book, which has a yellow cover.
3. These are members of my family that I am very close to.
4. My mother has prepared a rice dish which has always been my favourite dish.
5. Can you tell me the reason you look angry?

Lesson Title: Adverbial Clauses
--

Practice Activity: PHL2-L128

Activity 1

1. than Ramatu does
2. Because of his alcohol addiction
3. Since he graduated from university
4. while the cushion covers are pink
5. so that they could ski in the mountains
6. Since he was frustrated with his colleague's rudeness
7. as far as I can

Activity 2

Examples:

1. Even though she is annoying, we have to take care of her.
2. They left the party early so that they could sleep on time.
3. You had better put your spectacles in their case so you do not forget where you kept them.
4. The monsoon this year came much earlier than we had expected.
5. His sickness is not as bad as it seems.

Activity 3

1. The man filled out an application because he wanted admission to the university.
2. I visited the library as I needed to find a book on history.
3. When you get back from your trip tomorrow, give me a call.
4. You see the glass as half empty while I see it as half full.
5. Even though he was scared of dogs, he went into the house with the dogs.

Lesson Title: Present Participle

Practice Activity: PHL2-L129

Activity 1

1. imagining
2. buying
3. ageing
4. playing
5. moving
6. interesting

Activity 2

Example sentences:

1. The screaming child threw a huge tantrum.
2. I was reading in the library.
3. The reading passage is 5 paragraphs long.
4. I am peeling the boiled potatoes.
5. The singing bird flew by my window.
6. The darkening sky did not have a moon that night.

Activity 3

1. reading
2. was chopping
3. will be hiking
4. listening
5. be discussing

Activity 4

1. giggling
2. running
3. living
4. lying
5. lecturing

Lesson Title: Past Participle

Practice Activity: PHL2-L130

Activity 1

Example sentences:

1. The fallen leaf was green in colour.
2. She had answered the question correctly.
3. The king had been defeated in the battle.
4. His rival king had defeated him easily because he had a bigger army.
5. The man looked defeated because he had lost his court case.

Activity 2

1. shamed
2. claimed
3. answered
4. chipped
5. hardened
6. shown

Activity 3

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

Lesson Title: Vocabulary Development: Building and Construction
--

Practice Activity: PHL2-L131

Activity 1

1. The writer's father has prepared the blueprint for the house, bought the materials and selected the cement and plaster needed.
2. The writer's mother wants a large, airy kitchen with an arched doorway because that is the kind of house she grew up in.
3. The house needs a foundation and a substructure to make it strong and stable.
4. They will build the walls, doorways and windows and apply plaster and cement to the completed house.

Activity 2

1. supplies
2. build
3. inside
4. a building or part of it
5. strong

Activity 3

1. adverbial clause
2. adverbial clause

Activity 4

Example sentences:

1. We will construct a hut out of straw.
2. The interior of the house was painted brightly.
3. The old structure, which was 200 years old, was crumbling.
4. The sturdy athlete was able to lift 80 kilograms easily.

Lesson Title: Vocabulary Development: Building and Construction
--

Practice Activity: PHL2-L132

Activity 1

Example sentences:

1. The superstructure of the library consisted of large halls and long pillars.
2. The architecture of my grandmother's house is just like others that were built in the 1940s.
3. To prevent the walls of the house from peeling off, we need to apply plaster.
4. Earthquakes do the most harm to buildings that have weak foundations.
5. The joists of our bedroom floor were held together by nails.

Activity 2

1. nails 2. drilled 3. scaffolding 4. concrete 5. building permit 6. foundation

Activity 3

Example text:

To build a small house, first dig the ground to lay the foundation. After the substructure is built, lay bricks or stones that will make up the walls. If you have already planned the interior, you can start building interior walls that separate rooms as well. Decide in advance how you want your doorways and window frames to look. Choose lintels accordingly. Make sure that the house is strong by applying cement on the walls and coating the interiors with plaster. One can also get the help of labourers and construction workers to pick up and move heavy materials such as iron rods, joists, bricks and stones. Once the walls and roofs are built, insert light fixtures and electrical points wherever needed. Paint the house to protect its walls from damage.

Lesson Title: Past Participle – Irregular Verbs
--

Practice Activity: PHL2-L133

Activity 1

1. bitten 2. awoken 3. blown 4. dug 5. drawn 6. hung 7. lit 8. paid 9. read 10. run

Activity 2

1. has said 2. had dug 3. have read 4. had hung 5. had shaken 6. had bought/will have bought 7. have swept 8. have swum 9. had understood 10. have taught

Activity 3

1. Will you have left tomorrow?
2. Had Isata thrown the garbage out yesterday?
3. I have written a letter to my father.
4. The clock had struck 12.
5. The player has spun the ball.

Lesson Title: Past Participle – Irregular Verbs
--

Practice Activity: PHL2-L134

Activity 1

1. was spoken – passive voice
2. written – adjective
3. woven – adjective
4. had made – past perfect tense
5. hidden – adjective
6. have been fed – passive voice
7. chosen – adjective
8. were bound – passive voice

Activity 2

Example sentences:

1. I **have eaten** my food.
2. Zaria **has done** the laundry.
3. My mother **has forgiven** me for my naughty behaviour.
4. I **have known** about your ailment for a long time.
5. I **have heard** the radio show you were talking about.
6. The athlete **had run** around the stadium many times to practise before the competition.
7. I **have been told** that you are very kind.
8. The little girl **has wept** all night long.
9. The electrician **has taken** the lamp with him to fix.
10. I **will have stood** outside the house for hours by the time you arrive with the keys.

Lesson Title: Auxiliary Verbs (have, be, do)

Practice Activity: PHL2-L135

Activity 1

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

Activity 2

1. do
2. did
3. have
4. have been
5. were
6. am

Activity 3

Psychologists say that different people **have** different concepts of locus of control. The locus of control is how a person thinks his or her life **is** controlled. For example, some people **have** the belief that their life **is** determined by fate and destiny. This **is** called external locus of control, that is, some other forces affect your life. On the other hand, some people have the belief that their lives **are** determined by their own actions. This is called internal locus of control, meaning that the control of one's life **is** contained in his or her own decisions and choices.

Lesson Title: Auxiliary Verbs (continuous tenses)
--

Practice Activity: PHL2-L136

Activity 1

1. has been
2. are
3. will be
4. are having
5. was
6. is doing

Activity 2

1. is doing
2. was having
3. am being
4. are
5. was having
6. have been

Activity 3

1. I was becoming very late for school.
2. You are having a problem with your classmate.

3. We will be dancing to the music all night long.
4. I am having joint pains.
5. She was doing everything in her power to help her brother get out of prison.
6. Where will the campers be sleeping?

Lesson Title: Comprehending a Listening Passage (report)

Practice Activity: PHL2-L137

Activity 1

1. The Beach Clean-Up Project has been in existence for six months.
2. The pupils have visited the beach seven times.
3. The pupils have spoken to local residents, visitors and vendors about keeping the beach clean.
4. They are speaking to them to get their support in keeping the beach clean.
5. People are enthusiastic and willing to learn.
6. The third paragraph is about a meeting in which the pupils planned what to do in their next visit to the beach.

Activity 2

1. tell
2. help
3. persuading
4. make
5. projects
6. keen/willing

Activity 3

1. present participle – talking; auxiliary verb – have been
2. present participle – holding; auxiliary verb – have been

Activity 4

1. past participle – installed; auxiliary verb – have
2. past participle – put up; auxiliary verb – have been
3. past participle – planned; auxiliary verb – have

Lesson Title: Report

Practice Activity: PHL2-L138

Activity 1

Example outline:

Report on Sports Day

Introductory paragraph: The annual sports day was held on 3rd November, 2017.

Body

Main idea 1: All pupils reported on time for the function, and the school grounds were filled with parents.

Main idea 2: There was an opening ceremony, 5 races and a display of some gymnastics.

Main idea 3: SSS 1 pupils won 6 medals, SSS 2 pupils won 4 medals, SSS 3 pupils won 3 medals and SSS 4 pupils won 2 gold medals.

Closing sentence/paragraph: The photographs will be ready next week.

Submitted by:

Name: Marie Kamara

Appointment/Designation: Vice-Captain, Sport.

Lesson Title: Report

Practice Activity: PHL2-L139

Activity 1

Example report:

Report on Annual Sports Day at Great Heights

The annual sports day of Great Heights Secondary School was held on 3rd November, 2017 at the school grounds. This is an annual event for which pupils and teachers had been practising for three months.

The function started smoothly as all pupils reported on time. The school grounds were filled with parents and this year, there was enough seating for all parents. There have been seating problems in the past.

The sports event included an opening ceremony attended by 300 pupils from SSS. This was followed by five races: the 100 m, 200 m, 500 m, relay race and 2000 m races. After that, pupils of SSS 1 and SSS 2 showed their athletic skills, which they have been working hard at perfecting for the past year.

The sports day ended with the prize-giving ceremony. SSS 1 pupils won six medals, while SSS 2 pupils won four medals. SSS 3 bagged three medals, and two pupils from SSS 4 won gold medals.

A more detailed report is going to be published in the school newsletter. The photographer informed us that the photographs will be ready next week.

Submitted by:
Marie Kamara
Vice-Captain, Sport.

Activity 2

Example report outline:

Report on the Fight in School

Introductory paragraph: A physical fight broke out recently between 2 pupils on 18th October in SSS 2 Division A.

Body

Main idea 1: The fight started between 2 pupils as one was name-calling the other.

Main idea 2: The fight turned into a physical brawl and we had to get the Maths teacher to help us stop it.

Main idea 3: Both boys are very remorseful of their actions and have accepted their punishments. They offer their sincere apologies to their classmates, teacher and the principal.

Closing sentence/paragraph: The teachers and prefects have decided to conduct a class on conflict resolution and problem solving.

Submitted by:
Name: Marie Kamara
Appointment/Designation: Head Girl, SSS 2.

Lesson Title: Rhyme
Practice Activity: PHL2-L140

Activity 1

1. bite 2. hour 3. below 4. liar 5. post 6. funny 7. leer 8. hare

Activity 2

Example answers:

1. mellow, hello 2. time, lime 3. ticker, wicker 4. tank, sank 5. sale, trail 6. trying, lying
7. hole, coal 8. shove, love 9. role, coal 10. wise, lies

Activity 3

1. ABAB 2. AABB 3. ABABCB

GOVERNMENT OF SIERRA LEONE

FUNDED BY



IN PARTNERSHIP WITH



STRICTLY NOT FOR SALE