

Supplementary Study Materials for Underperforming Schools

LANGUAGE ARTS

JSS 3

MARCH 2021



Not for sale

Copyright©GoSL (Government of Sierra Leone)

Text by TSC (Teaching Service Commission) Sierra Leone

All rights reserved. No portion of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopies, recording or by any information storage or retrieval system without written permission from TSC or the Government of Sierra Leone.

Printed by:
Winmat Publishers Limited
No. 27 Ashiokai Street
North Dzorwulu
Accra
Ghana

P. O. Box AN 8077
Accra North
Ghana

Tel: +233 522 570 422/+233 302 978 784-5
info@winmatpublishers.com
www.winmatpublishers.com

Sierra Leone Address:
17A Bolling Street
May Park, Kingtom, Freetown
Sierra Leone

Tel: +232 276 619837

TEACHERS' GUIDE

Dear Teachers,

Thank you for using this Teacher's Guide- **BECE STUDY MATERIALS FOR LANGUAGE ARTS**. This material consists of thirty units extracted from the current approved National Language Arts curriculum for Sierra Leone. You are expected to enable pupils achieve the expected learning outcome for every unit. This will help them pass Language Arts with good grades. For every unit you teach, using this guide, pay attention to:

- The learning outcomes,
- Teach the content,
- Follow the activities,
- And encourage the learners to go through the assessment.

Answers to most of the assessments can be found at the back of this material.

Teaching Service Commission Sierra Leone (TSC-SL)

Table of Contents

| | |
|--------------------------------------------------------------------------------|-----------|
| Teachers' guide | iii |
| UNIT 1 Self-motivation, English Language and why it is learnt | 1 |
| UNIT 2 Listening to Spoken English | 6 |
| UNIT 3 Basic Research | 9 |
| UNIT 4 How to Answer Objective Questions | 12 |
| UNIT 5 Basic Critical Thinking Skills | 14 |
| UNIT 6 Introduction to Reading and Comprehension Skills | 18 |
| UNIT 7 Some Basic Punctuation Marks | 22 |
| UNIT 8 Spelling and Vocabulary | 27 |
| UNIT 9 Antonyms and Synonyms | 32 |
| UNIT 10 Verb Tenses | 37 |
| UNIT 11 Subject-Verb (Concord) | 42 |
| UNIT 12 Prepositions and Conjunctions | 46 |
| UNIT 13 Introduction to Continuous Writing — Sentences and Paragraphing | 53 |
| UNIT 14 Writing Narrative and Descriptive Essays/Composition | 59 |
| UNIT 15 Writing an Article and a Story/Creative Writing | 63 |
| UNIT 16 Letter Writing | 65 |

| | |
|---------------------------------------------------------------------------------------|------------|
| UNIT 17 Speaking — Direct and Indirect Speech | 68 |
| UNIT 18 Speaking — Question Tags | 74 |
| UNIT 19 Active and Passive Voice | 78 |
| UNIT 20 Some Basic English Idioms | 83 |
| UNIT 21 Introduction to Literature — Definition, Branches, Types and Functions | 91 |
| UNIT 22 Literary Devices and Figures of Speech | 95 |
| UNIT 23 Prose — Road to Freedom by Yeama Lucilda Hunter | 100 |
| UNIT 24 Prose — Who is to Blame? by Alhaji Sesay | 108 |
| UNIT 25 Drama: The Taming of the Shrew | 116 |
| UNIT 26 Poetry — “Seven Ages of Man” by William Shakespeare | 125 |
| UNIT 27 Poetry — “Leisure” by William Davies | 128 |
| UNIT 28 Poetry— Young Africa’s Resolve | 131 |
| UNIT 29 Poetry— The Village Parson | 135 |
| UNIT 30 Public Examination | 140 |
| ANSWERS TO ASSESSMENT QUESTIONS | 144 |

UNIT 1

Self-motivation, English Language and why it is learnt

LEARNING OUTCOMES

By the end of the Lesson, pupils will be able to:

- State what English is.
- Explain English as a global language.
- Explain why English is important to study in schools.
- Develop a positive attitude towards the study of English.

CONTENT:

What is English?

It is an official language in several African countries including Sierra Leone, Liberia, Ghana, Gambia, Nigeria, and South Africa.

It is learned around the world by children in school as a Foreign Language and often becomes a common denominator between people of different nationalities when they meet while traveling, doing business, or in other contexts.

In Sierra Leone, English is the official Language of the country. It is used for different purposes; it is used in the judiciary to deal with court cases, it is the official language for business transactions, it is the mode of instruction in our educational system. It is especially important for students studying at Educational Institutions in Sierra Leone because it is one of the core subjects that must be passed in order to progress from one class to the other, move from the Junior Secondary School to the Senior Secondary School and from the Secondary School System to Tertiary Institutions including the University.

1. English is a global language

English is the most commonly spoken language in the world. One out of five people can speak or at least understand English!

2. Studying English can help you get a job

English is the language of Science, Aviation, Computers, Diplomacy, and Tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or abroad.

3. Learning English can help you meet new people

English is the official language of 53 countries and is used as a Lingua Franca (a mutually known language) by people from all around the world. This means that whether you are working in Beijing, Belgium and Holland, or travelling in Brazil, studying English can help you have a conversation with people from all over the world.

4. Many Scientific Papers are written in English

In the last century, the number of scientific papers written in English has started to outweigh the number of papers written in the native languages of the researchers. For this reason, having a knowledge of English is very important to those working in the scientific field.

5. English is the Language of the Media Industry

Due to the prominence of Hollywood in global media, an enormous number of films, TV shows and popular songs are written in English. If you speak English, you will not need to rely on translations and subtitles to enjoy your favourite books, songs, films and TV shows.

6. English is the Language of the Internet.

English is a particularly important language online and is used more than any other language. Similarly, some of the world's largest technological companies are based in English speaking countries.

7. Travelling is a lot easier with a good knowledge of English

Imagine you are a Spanish tourist on holiday in Hong Kong. While your hotel receptionist might not be able to answer your question in Spanish, it is likely he will be able to answer your question in English.

8. English is one of the most important languages for Business

Whether you are a business owner, student or employee, English is very important in the business world. English is considered to be one of the most important business languages as it is the official language of the United States, the United Kingdom, Canada, India and South Africa.

9. With English, you can study all over the world

Since English is spoken in so many different countries there are thousands of schools and universities around the world that offer programmes in English. If you speak and write good English, there are lots of opportunities for you to find an appropriate school and course to suit your needs.

10. English gives you access to multiple cultures

A good knowledge of English will allow you to access films, music and literature from hundreds of countries around the globe as well as numerous books from across the world translated into English. Few experiences will make you grow as a person more than learning the values, habits and way of life in a culture that is different from yours.

Self-Motivation for Learning English Language

However, a lot of English learners have a very *negative* view of their English skills. Have you ever found yourself saying or thinking like:

- “My English is probably full of mistakes.”
- “I’m afraid to speak, because other people might not understand me.”
- “I’ve been studying for years, but my English is still horrible.”

i. Your English is probably better than you think.

I can tell you honestly as your teacher - your English is probably better than you think.

I can tell you honestly, that I have interacted with thousands of students. I correct hundreds of examination scripts and assignments from students in my courses. So, I can say with confidence that most of you are doing great in English!

Yes, of course there is room always to improve. But you already have some English skills and I can understand your speaking and writing. That’s a really big accomplishment.

So, if you tend to have a low opinion of your English, try to eliminate those negative thoughts by focusing on what you **can** do, not what you cannot do.

ii. Never compare your English skills to others'

One reason that many learners of English have a low opinion of their skills is that, they compare themselves to native English speakers or other learners who have reached fluency. If you observe that your English is not as good as other people's, you start to feel bad about yourself as imperfect or inferior. This will take away your self-confidence and public speaking ability.

iii. Do not take mistakes so seriously/personally

Mistakes have the power to make you avoid using English regularly and confidently. They can also make you feel humiliated when someone corrects you.

Mistakes only have all that power *if you allow them to have such power.*

The goal of learning English is to communicate, and the fact is that many mistakes actually do not damage communication.

For example:

- If you say "It depends **to** the school" instead of the correct version "It depends **on** the school," everyone will still understand you (and many will not even notice the error).
- "I live here for 3 years" instead of the correct version "**I've lived** here for 3 years" or "**I have been living** here for three years," people will still know what you are saying.
- "I have a swimming **pull** in my backyard" instead of "swimming **pool**" (a pronunciation error), everyone will understand what you meant because of the context of the sentence.

Only when you speak or write will people be able to correct your mistakes and you honestly learn from them.

Also just note that making mistakes does NOT mean you are stupid. Choose to view mistakes as an opportunity to learn, not a disaster!

You will be called names especially among your friends; do not pay any attention to them. Be consistent with speaking and writing English. You will surely conquer and be a fluent and proficient user of the English language.

iv. Keep a record of your progress

It is very important to keep a record of what you have accomplished. Get a notebook, and after every study session or correction, write down the date and a summary of “what I learned today.”

ACTIVITY

In your note books, write down the grade that you want to score in the Language Arts BECE examination and state how you think you can achieve that goal.

ASSESSMENT: 1

1. State the importance of English to students in Sierra Leone.
2. Give some reasons why you think English is a global language.

UNIT 2

Listening to Spoken English

LEARNING OUTCOMES

By the end of this lesson, pupils will be able to:

- Explain the importance of developing listening skills in class.
- Discuss why they sometimes feel that English is difficult to speak.

CONTENT:

What is listening?

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four “Language Learning Skills”:

Listening is often the most challenging of the four skills (which include reading, writing, speaking and listening) for learners to develop.

It can be quite frustrating when you are involved in a conversation with somebody only for you to notice that you do not understand everything that person is saying. This can affect confidence levels and lead to misunderstanding and negative consequences in the future, especially in a work and business environment.

Improving listening skills does not only involve extra listening practice during self-study. It also incorporates recognizing why you are having difficulty with listening, anticipating the subject matter in a future conversation, and working on active listening during a conversation.

Why do we find it difficult to understand English?

Pupils usually listen to their teachers speak English but often find it difficult to understand or learn from it or follow any instructions given by the teacher.

The following are some of the reasons you may not understand English:

1. Lack of Vocabulary

The first reason is a lack of enough vocabulary. If you do not know the meaning of some of the words which the speaker uses, then it is going to be difficult to understand.

Therefore, integrating a vocabulary learning strategy into your English practice routine is fundamental for improving your listening.

2. Wrong Pronunciation

Wrong pronunciation of words can make pupils misinterpret some intended meanings.

3. The Accent

Some accents are easier to understand than others. But generally, if you do not have exposure to a certain accent you may find it challenging to understand what somebody says.

4. Speed of speech

The fourth reason is pupils may not understand English because of the speed with which a person speaks. English is a Stress-Timed Language. What happens is that, the brain may not be used to the speaker's pace.

Importance of improving listening skills

Listening will help you improve your understanding of the language of communication and pronunciation, because listening is a prerequisite for speaking.

You cannot have a conversation with someone if you cannot understand what he or she is saying. Listening is the first step for your ability to have a conversation. Get good at listening, and you will set yourself up for being able to have successful conversations.

Listening takes three forms during learning:

- i. Taking notes of what the teacher or classmates say
- ii. Learning from audio tapes
- iii. Learning from video clips

An attentive listener usually increases his or her chances of being a good learner. Unfortunately, many pupils have poor listening skills, which can be very problematic because students spend considerable time in classrooms listening to lessons during school sessions.

Many pupils believe they are good listeners, unfortunately they do not fully appreciate the difference between hearing and listening. Attentive listeners not only hear, they effectively process the information presented to them.

The following tips and strategies will help you become an attentive listener

Listen for Meaning

Listening for meaning is a form of active listening. Active and attentive listeners not only pay attention to words, they also focus on the intent of each word—the message a word is intended to communicate.

To understand messages, first determine the main idea that is communicated. Then pay close attention to explanations and other details meant to clarify the meaning.

While you work to improve listening skills, always pay close attention to the **central focus** of what is being relayed.

While you are listening, and after the listening task has ended, check your understanding.

ACTIVITY

Attempt to listen to a news broadcast. After the news, write down all that you gathered from the broadcast. Were you able to gather all the information? How do you know?

ASSESSMENT: 2

1. Write down reasons why pupils find it difficult to understand what is being spoken even when they attempt to listen.
2. State what you must do to improve your listening skills.

UNIT 3

Basic Research

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Explain how to use the dictionary in their learning.
- Discuss how to use the internet to enhance their learning.

CONTENT

What is a dictionary?

A dictionary is a reference book about words that describes the functioning of individual words (sometimes called **lexical items**).

Uses of dictionaries

- A dictionary can be used to look up the **meaning** of a word.
- You can also use a dictionary to check the **spelling** of a word.
- Dictionaries may also give **other information** about words, such as word type and word origin.
- Some dictionaries help learners learn how to use words in sentences.

How to use a dictionary

- Dictionaries are organized **alphabetically**. So start with the first letter of the word that you are trying to find.
- There will be lots of entries for each letter of the alphabet, so use the **guide word** at the top of the page to help you. The guide word tells you what the first or last word on that page of the dictionary is.
- You will need to look at the second letter of the word, and then the third, and so on, in order to find it. It takes a little practice to find words quickly.

- You may need to scan several pages of the dictionary in order to find the word that you need. **Scanning** is a way of reading quickly to find the information that you need. The more you practise, the faster you will get at finding words.

Word types

When you find the word, there may be an abbreviation next to it.

Perhaps **vb.**, **n.**, or **adj.** The introduction to your dictionary will tell you what they each mean because every dictionary is different, but these are the most common and may indicate that your word is a **verb**, a **noun**, or an **adjective**.

Different meanings

Some words have multiple meanings. These are usually numbered, and may have an example of the way that the word can be used in a sentence.

Some dictionaries may give even more information; perhaps about the origin and history of a word, or some of its synonyms (words or phrases which mean the same, or nearly the same).

Internet

The Internet is a virtual networking medium that can be connected and used on a variety of devices these days.

It enables the users to send, receive, collect, store, update, delete, and do many other operations using the internet across the world.

Like the dictionary, you can use the internet to search for information. For example, you can go to Google to search for whatever information you want. There is a vast amount of information on the internet on almost all disciplines in the world.

Some basic uses of the internet include the following:

1. Electronic Mail. At least 85% of the inhabitants of cyberspace send and receive e-mail. Some 20 million e-mail messages cross the Internet every week.
2. Research.
3. Downloading files.

4. Discussion groups. These include public groups, such as those on Facebook and WhatsApp.
5. Interactive games. Who has not tried to hunt down at least one game?
6. Education and self-improvement. On-line courses and workshops have found yet another outlet.
7. Friendship and dating. You may be surprised at the number of electronic “personals” that you can find on the World Wide Web.
8. Electronic newspapers and magazines. This category includes late-breaking news, weather, and sports. We are likely to see this category leap to the top five in the next several years.
9. Job-Hunting. Jobs are now advertised on the internet.
10. Enrolment into tertiary institutions is on line which means you must know how to use the internet to apply.

However, it is important to learn that although the internet is very useful in our education because of the many resources that are available, yet it is often abused by students by using it for other purposes that are not beneficial to them.

ACTIVITY

Take a dictionary and see how you can find the meaning of some difficult words. See how many words you can find in 10 minutes.

ASSESSMENT: 3

1. Discuss some of the uses of the dictionary and the internet

UNIT 4

How to Answer Objective Questions

LEARNING OUTCOMES

By the end of this unit, you will be able to:

- State what an objective question is.
- Discuss the techniques of answering objective questions.

CONTENT

Let's start. What is an objective question?

An objective question is a question that requires one specific correct answer among a number of answers called options. Normally, there are 3-4 answers/options provided and the student is expected to choose only the correct answer.

Objective questions cover a wide range of topics in the syllabus. For you to be able to do well in the objective test, you are expected to study extensively to cover most of the parts of the syllabus where questions are expected to be drawn.

Now, let's look at the composition of the options /answers for the objective answers. There is always one correct answer in an objective question. This is the answer that you must choose. Among the options or answers that are provided you will have the following answers:

- The outright wrong answer
- The distracter(s)
- The correct answer

Among the options or answers, there is always the outright wrong answer. This is often not difficult to find. For example here is a question from a comprehension passage on micro-organisms:

- The smallest micro- organisms are called
- A. Animals
 - B. Bacteria
 - C. Organisms
 - D. Viruses

UNIT 4 : How to Answer Objective Questions

Among these options/answers can you pick out the outright wrong answer? Did you pick out option A that is Animals? That is good. Perhaps you may have even 2 outright wrong answers. You may also want to pick out option C that is Organisms as another outright wrong answer because it does not say anything relevant to the question.

The next part of the options/answers is the distracter(s)

What does distracter mean?

It means something that takes your attention away from the correct answer. That is exactly what the distracter does. So, you must try very hard to identify the distracter. The distracter(s) is normally very close to the correct answer, but it must have something that disqualifies it from being the correct answer.

Let us look at our options again. Can you pick out the distracter? Were you able to pick out option B? Yes, option B is the distracter which is close to the correct answer.

Now, after you have eliminated the outright wrong answer and distracter, you will be able to get the correct answer which is option D- Virus

Let us go over the main points that we have made:

- First read all the options.
- Look out for the outright wrong answer(s).
- Look out for the distracter.
- Eliminate the outright wrong answers and distracters.
- Choose the correct answer.

ACTIVITY

Take a past question paper that contains objective questions and attempt to look out for the following: outright wrong answer, the distracter and then the correct answer.

ASSESSMENT: 4

1. What is the composition of objective questions?
2. What should you do to get the correct answer to an objective question?

UNIT 5

Basic Critical Thinking Skills

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- State what critical thinking is.
- Discuss the skills of critical thinking.
- Discuss the importance of critical thinking.

CONTENT

What is Critical Thinking?

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking might be described as the ability to engage in reflective and independent thinking.

In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information.

Critical thinkers rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings of an artist or book represent the entire picture and are open to finding that they do not.

Critical thinkers will identify, analyse and solve problems systematically rather than by intuition or instinct.

- **Critical thinking** is thinking about things in certain ways so as to arrive at the best possible solution; understanding the links between ideas.
- Determining the importance and relevance of arguments and ideas.
- Recognising, building and appraising arguments.
- Identifying inconsistencies and errors in reasoning.
- Approaching problems in a consistent and systematic way.

- Reflecting on their own assumptions, beliefs and values.

The Skills We Need for Critical Thinking

The skills that we need in order to be able to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making.

Specifically we need to be able to:

- Think about a topic or issue in an objective and critical way.
- Identify the different arguments that are in relation to a particular issue.
- Evaluate a point of view to determine how strong or valid it is.
- Recognise any weaknesses or negative points that there are in the evidence or argument.
- Notice what implications there might be behind a statement or argument.

Provide structured reasoning and support for an argument that we wish to make.

Importance of critical thinking

Critical thinking is one of the most valuable skills that every student must learn. It is not just limited to problem-solving skills in class but also in real-life situations. A variety of skills are taught while learning about critical thinking. It involves any kind of circumstance that requires planning, analysis, and reflection. Here are some key points that reflect on critical thinking:

A). It is a domain-general skill:

Critical thinking is not limited to a specific subject but it is the capacity of a student to think in a more rational and clear way. Critical thinking is important for students as it gives the ability to think in the right way and solve problems in a more efficient and methodical way. This will give a great boost to any career that the student chooses.

B). It improves presentation expertise and language:

When a student works on developing critical thinking he/she enhances the ability to express ideas efficiently. Learning to inspect the structure of texts logically improves comprehension abilities as well.

C). Critical thinking encourages creativity:

To come up with a new or different solution for a given problem one cannot just depend on new ideas. It is important for the student to understand that new thoughts that have been generated are applicable and useful in the given problem. This is the place where critical thinking plays an important role. It helps in the evaluation of solutions and then using the best one and transforming or adjusting as needed.

D). Elevates autonomous learning:

Instead of complete dependence on classroom learning and teachers for complete guidance and instructions, critical thinking allows students to become more self-reliant and independent learners. It also helps students to evaluate their learning style and recognise their areas of strength and flaws. By achieving this ability, they can focus on the solution in a better way and set goals accordingly.

E). Critical thinking helps to improve grades and achievements:

When students improve on their critical learning skills they show improvement in academic performance as well. Students are able to connect theory that they have been learning, to practicals and that improves their overall knowledge. They are able to understand and critique which enhances in deeper understanding that will be evident in the grades.

For example, when a student learns about history and makes comparisons and analyses historical events they tend to get a better awareness of its importance and its relevance to current issues.

F). Proper Emotional Call

It is very easy for students to let emotions take over at times, in a debate or decision making. Critical thinking can actually help in using emotional appeal effectively, making an impact while being logical. A simple example can be a debate where a student is asked to speak on health care. The student can use a personal struggle story for getting health insurance, but at the same time providing sustaining data from sources that are credible for supporting this argument.

G). Learning to work with a team

Finally, critical thinking also helps students in understanding the views and perspectives of others as well and enhancing their ability to work in teams. For example, the team activities that have to be done with school students need listening to their peers for completing the given task, rather than just going with a single thought of an individual. This makes a child learn that there can be numerous solutions to a single problem and allows them to work together while agreeing on one. Such activities that require critical thinking help in the development of a student to co-operate and not take decisions on assumptions.

ACTIVITY

1. Think of a situation you might have faced in which you were forced to critically think in order to make a final judgment. Share your experience with your friend.

ASSESSMENT: 5

1. What do you consider to be critical thinking?
2. Why do you think critical thinking is important to you as a pupil?

UNIT 6

Introduction to Reading and Comprehension Skills

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Actively think about what is happening in a text while **reading** it, in order to generate questions.
- Discover the skills for reading a passage.
- State and categorise the different types of questions.
- Answer their own and their peers' questions by connecting ideas, using background knowledge and further research.

CONTENT

Facts about Reading Comprehension

- To comprehend text, readers rely upon their ability to decode text fluently, draw upon their extensive vocabularies, and employ comprehension skills and strategies to assist their understanding of printed materials.
- To comprehend text the reader needs to draw upon their prior knowledge and experiences to make connections between their existing knowledge and the information presented in the text.
- Read to create an interactive process with the text to enable readers to understand, remember, and use information. Read to influence their purpose for reading, motivation, and social context.
- When learning to read, developing fluency by word recognition is important for enhancing comprehension of text.
- Vocabulary and concept development is also essential to developing comprehension in children learning to read.
- Knowledge of words and their meanings contributes to clearer understandings of the text.

UNIT 6 : Introduction to Reading and Comprehension Skills

- For unfamiliar vocabulary, allow children to rely on clues from the text.
- Exposure to a wide range of vocabulary is needed, including putting words in their context in order to understand what is being discussed.
- The ability to identify printed words and attach meaning to the words enables children to construct literal interpretations of the text.
- To comprehend at a deeper level, children learn to activate their prior knowledge or schema to make inferences about what they read.
- Good readers maintain conscious control of their reading process by implementing strategies to support comprehension such as prior knowledge acquisition, self-questioning, predicting, summarising main ideas about:

What is the story about?

What is she or he trying to do?

What happens when she or he tries to do it?

What happens in the end?

- To comprehend complex or difficult texts, the following approaches can be applied to support reading comprehension:
- Think before reading, think while reading and think after reading.

General Strategies for Reading Comprehension

The process of comprehending a text begins by thinking of the picture of the title of the story or the first topic sentence of the passage.

Some of the key comprehension strategies are:

Using Prior Knowledge/Previewing

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

Identifying the Main Ideas and Summarising

Identifying the main ideas and summarising them requires that students determine what is important and then put it in their own words. They try to understand the author's purpose in writing the text.

Questioning

Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modelling both the process of asking good questions and strategies for finding the answers in the text.

Making Inferences

In order to make inferences about something that is not clearly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

Visualising

Studies have shown that students who visualise while reading have better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

Reading techniques for comprehension

We read texts for different purposes: entertainment, research or examination.

To understand a passage, the following techniques can be applied:

i). Skimming

This skill refers to the process of reading only main ideas within a passage to get an overall impression of the content of the passage.

How to Skim:

- Read the title.
- Read the introduction or the first paragraph
- Read the first sentence of every other paragraph.

UNIT 6 : Introduction to Reading and Comprehension Skills

- Read any headings and sub-headings.
- Read any pictures, charts, or graphs in the story.
- Read any italicized or boldface words or phrases.
- Read the summary or last paragraph.

ii). Scanning

This is a reading technique used when you want to find specific information quickly. Such as answers to questions.

In scanning you have a question in mind and you read a passage only to find the answer, ignoring unrelated information.

How to Scan:

- Identify the specific information you are looking for by familiarising yourself with the questions.
- Carefully read the sentence you think has the information about the question together with the sentence that follows it in order to help you get a clue of it.

For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

The Structure of Comprehension Passages

Every comprehension passage is made up of paragraphs that contain several sentences expressing a single idea. A paragraph is made up of two types of sentences: **topic/main sentence** that carries the central idea of the paragraph and **supporting sentences** that explain the idea in the main sentence.

ACTIVITY

- Look out for a passage, read it carefully and apply the skills that we have discussed and see if you can answer the questions.

ASSESSMENT: 6

1. State the techniques you can apply when reading a comprehension passage.

UNIT 7

Some Basic Punctuation Marks

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Explain the meaning of punctuation.
- Name and identify some basic punctuation marks in English Language.
- Discuss some basic punctuation marks and their uses.
- Use appropriate punctuation marks in sentences and compositions correctly.

CONTENT

Punctuation marks are important symbols or signs used in writing. They help readers to understand the sentences they write correctly.

You need punctuation marks when writing either letters or compositions at school. A proper use of punctuation marks will help you to say what you want to say in the form of writing and you will say it clearly. Some common punctuation marks are full stops, question marks, commas and apostrophes.

Capital letters: capital letters are used for the following:

A. As the first letter of the first word in a sentence.

For example:

- a. Where is my pen?
- b. Joseph shouted, "that is my ball." the first word of every sentence
- c. That is my friend.

B. Use capital letter for the first letter of the first word in **direct speech**.

For example:

- a. Fatu said, "That man is my brother."
- b. "Where is my pen." Dauda asked
- c. Alice shouted, "That isn't fair!"

UNIT 7 : Some Basic Punctuation Marks

The word "I" , which is a personal pronoun, is always written as a capital letter.

For example:

- i. I'm really happy today.
- ii. Do you know that I have a guest tonight?
- iii. Joseph and I asked if we could help.

Use capital letter to begin the name of people and places. They are called proper nouns. **For example:**

- i. Doris
- ii. Germany
- iii. Sierra Leone
- iv. Makeni

Use capital letter for the initials in someone's name. **For example:**

- i. S.T. Bockarie

Also, the days of the weeks and months of the year begin with a capital letter.

For example.

- i. Monday
- ii. Friday
- iii. Wednesday
- iv. April
- v. January

Begin the names of holidays and special celebrations with a capital letter. **For example.**

- i. Valentine's Day
- ii. Christmas
- iii. Independence Day

Capital letters are also used in the titles of books, films and plays

- i. African Helicon

- ii. The Adventures of Tom Sawyer
- iii. Star Wars

Nationalities and languages also begin with a capital. For example.

- i. Sierra Leoneans
- ii. British
- iii. Mende
- iv. Limba
- v. Temne

Use a capital letter for the first letter in words and phrases that you use for saying hello and goodbye.

- i. Hi
- ii. Good morning
- iii. Have a nice day
- iv. Bye

Period: (.)

The other name for a period is **full stop**.

Put a full stop to mark the end of a declarative sentence.

- i. The children are playing in the garden.
- ii. The bus arrived late.
- iii. It's not a very sunny day.

Use full stop at the end of an abbreviated word or between the letters of an abbreviated words. **For example.**

- i. Etc.
- ii. E.g.
- iii. i.e.
- iv. no.
- v. co.

Question Marks (?)

You should write a question mark at the end of a question. For example.

- i. Can you hear me, children?
- ii. Who is that man talking to Dad?
- iii. Where is my schoolbag?

Comma (,)

Put a comma between items in a list. For example.

- i. You need pepper, onion and rice.
- ii. She likes reading, writing, swimming and going to the movies.
- iii. David, Mary, Alice and Fatu all went shopping together.

Put a comma after **yes** and **no**.

- i. "Do you like football." Yes, I like it very much.
- ii. "Is it still raining?" No, it's stopped.
- iii. Has Sarah had breakfast yet?" No, she hasn't.

Put a comma before and after the name of the person you are speaking to. For example.

- i. Hello, Mrs. Kamara.
- ii. Miss Sarah, can I borrow a pencil, please?
- iii. Goodbye, Alie.

Put a comma before **please** and **thank you**. For example.

- i. Could you pass me that pencil, please?
- ii. I've had enough to eat, thank you.

Put comma between a part of place name. For example.

- i. Freetown, Sierra Leone
- ii. Accra, Ghana

Apostrophe (')

Use an apostrophe with 's' to show who something belongs to. **For example.**

- i. This is Alusine's mother.
- ii. This dog's tail is very long.
- iii. Jack is going to his friend's house for lunch.

Use an apostrophe to show where one or more letters are missing in a contraction. **For example.**

- i. I'm (=am) the boy who lives next door
- ii. She's (=is) my best friend.
- iii. I'd (had) better go home now.

ACTIVITY

- Attempt to write some sentences making use of the punctuation marks you have studied in this unit.

ASSESSMENT: 7

Rewrite the following sentences by putting in the appropriate punctuation marks.

- i. Good morning mr. james said mrs. boima.
- ii. Yes thank you. Ive had a lovely day.
- iii. What time is it
- iv. have you seen mr. bockarie

UNIT 8

Spelling and Vocabulary

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Spell a wide range of English words correctly.
- Write dictation exercises correctly.
- Use a wide range of vocabulary correctly.
- Build vocabulary from antonyms and synonyms.

CONTENT

English Spelling Rules:

Spelling is one important component of good writing. Without good spelling skills, learners will struggle with writing especially their classroom compositions and letter writing. Good spelling skills can turn learners into confident spellers, which in turn can improve their literacy.

Here are some helpful rules to follow.

1. Put **“i”** before ‘e’ except after ‘c’, if the sound is **‘ee’** as in words like **Believe, achieve, chief, siege, receipt, ceiling**

There is however an exception. When the sound is not **‘ee’**, the spelling changes to **‘ei’** as in words like **Neighbour, height, seize,**

Also, for verbs ending in **‘-eed’** and **-ede”**

2. Double ‘ee’ goes with ‘suc’, **‘ex-’** and **‘pro-’** as in words like **Succeed, exceed, proceed,**

Single ‘e’ for words like intercede, precede, concede

3. In the words below, the noun has **‘c’** while the verb has **‘s’**
 - i. Practice (noun) i) to practise (verb)
 - ii. Prophecy (noun) II) to prophesy (verb)

-

There are exceptions for those nouns listed below

- i. Tomato tomatoes
- ii. Hero heroes
- iii. Echo echoes
- iv. Potato potatoes

9. Hyphenated compound words normally add the 's' to the main noun part as in words like

- i. Passer-by passers-by
- ii. Mother-in-law Mothers-in-law
- iii. Lay-by lay-bys

10. Double "ll" will become single 'l' in compound words as in

- i. Full +ll = fulfill
- ii. Skill +full = skillful

11. Words ending in a silent 'e' usually keep the 'e' before suffixes begin with a consonant as in

- i. Hope hopeful
- ii. Arrange arrangement
- iii. Sincere sincerely

12. There are also some few words which do not obey this rule. Examples:

- i. Argue argument
- ii. True truly
- iii. Due duly

These words and many others drop the final 'e' before adding the suffixes.

13. Again drop the final 'e' when the suffix begins with a vowel as in

- i. Come coming
- ii. Argue arguing
- iii. Inquire inquiring

14. Keep the 'e' after the word ending in 'ce' or 'ge' as in

- i. Notice noticeable
- ii. Service serviceable
- iii. Manage manageable

ACTIVITY

Practice the spellings and ask learners to write the dictation in their books.

- a. Danish
- b. Revenge
- c. Depressed
- d. Murdered
- e. Servant
- f. Dagger
- g. Spoil
- h. State
- i. Rotten
- j. Dictation

Hamlet is the story of a Danish prince. His father was murdered by his uncle. Then his uncle married his mother, so now his uncle is the King. Hamlet feels sad and depressed. On the one hand he must seek revenge, but he feels so depressed that he cannot decide what to do.

ASSESSMENT: 8

The words below are all misspelled. Write them correctly.

- i. Donkies
- ii. undoubtly
- iii. suceed
- iv. sieze
- v. Grammer
- vi. noticable,
- vii. particuler,
- viii.vigoros
- ix. Judgement
- x. acheive,
- xi. releif,

UNIT 8 : Spelling and Vocabulary

- xii. couragous,
- xiii. acquir,
- xiv. condemm,
- xv. seperate,
- xvi. ladyes
- xvii. hopful

UNIT 9

Antonyms and Synonyms

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- State what synonyms and antonyms are.
- Use synonyms and antonyms in sentences.

CONTENT

Synonyms and Antonyms are also another form of vocabulary practice and development. When learners listen to people speak English or engage in conversation with people, they are likely to hear many unfamiliar words. This is true because English Language is so rich with words that you can often choose among other words with similar meanings to find just the right one.

If they take their time to learn synonyms and antonyms very well, they will eventually build up their vocabulary. The more vocabulary they have in their command the more they can express themselves freely in both speaking and writing.

Synonyms:

Synonyms are words that have nearly the same meaning as another word. It is however important to note that no two words are the same. They are only similar but not exactly the same.

Here is a list of synonyms.

| | Words | synonyms |
|----|---------------|---------------|
| 1. | about | approximately |
| 2. | to accomplish | to achieve |
| 3. | to accumulate | to build up |
| 4. | to administer | to manage |
| 5. | ballot | poll |

| | | |
|-----|--------------|---------------|
| 6. | commence | graduation |
| 7. | confine | to restrict |
| 8. | concord | harmony |
| 9. | considerate | thoughtful |
| 10. | contrary | opposite |
| 11. | dedicated | committed |
| 12. | to deduce | to infer |
| 13. | defective | faulty |
| 14. | deliberate | planned |
| 15. | deliberately | intentionally |
| 16. | to deprave | to corrupt |
| 17. | depraved | wicked, evil |
| 18. | dicey | uncertain |
| 19. | exactly | precisely |
| 20. | homicide | murder |

Antonyms

Antonyms are words that mean the opposite of other words. They are also called words opposite in meaning. Some antonyms have different spellings. Others can only add prefixes or suffixes to make their meanings different.

Here is a list of words that are opposite in meaning.

| | Words | Antonyms |
|----|------------|-------------|
| 1. | above` | below |
| 2. | accidental | intentional |
| 3. | advance | retreat |
| 4. | antique | modern |
| 5. | authentic | imitation |
| 6. | borrow | lend |
| 7. | generous | stingy |

| | | |
|-----|--------------|-------------|
| 8. | genuine | fake |
| 9. | harmony | discord |
| 10. | literal | figurative |
| 11. | length | width |
| 12. | learn | teach |
| 13. | motorist | pedestrian |
| 14. | opaque | transparent |
| 15. | often | seldom |
| 16. | professional | amateur |
| 17. | preview | review |
| 18. | tame | wild |
| 19. | theory | practice |
| 20. | visible | invisible |

ACTIVITY

Give words similar in meaning to the following words below.

1. Infamous
2. To hawk
3. To illustrate
4. To glitter
5. To desert
6. Deserted
7. To disclaim
8. Daybreak
9. Lethal
10. To assure

State the opposite of the words below

1. senseless
2. possible

3. scarce
4. unbreakable
5. discourage
6. fertile
7. tame
8. fiction
9. respect
10. day

ASSESSMENT: 9

Write down the word that is nearest in meaning to the word underlined.

1. Remote

- i. Automatic
- ii. Distant
- iii. Savage
- iv. Mean

2. Detest

- i. Argue
- ii. Hate
- iii. Discover
- iv. Reveal

3. Gracious

- i. Pretty
- ii. Clever
- iii. Pleasant
- iv. Present

4. Predict

- i. Foretell
- ii. Decide
- iii. Prevent
- iv. Discover

5. Kin

- i. Exult
- ii. Twist
- iii. Friend
- iv. relative

Write down the word that is opposite in meaning to the word underlined

6. compulsory

- i. advisable
- ii. good
- iii. optional
- iv. unnecessary

7. guilty

- i. free
- ii. discharged
- iii. innocent
- iv. imprisoned

8. despise

- i. cheat
- ii. admire
- iii. avoid
- iv. annoy

9. spendthrift

- i. miser
- ii. weakling
- iii. pauper
- iv. thief

10. boring

- i. exciting
- ii. disorderly
- iii. ordinary
- iv. long

UNIT 10

Verb Tenses

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Identify the verb tense.
- Construct sentences using the various verb tenses.

CONTENT

What is a Verb Tense?

The tense of a verb indicates when an action takes place. There are three basic verb tenses: Present, Past and Future.

Each of the three basic verb tenses can be further subdivided into four other tenses. These are as follow:

- Simple tenses - Present simple tense, Past simple tense
- Perfect tenses - Present perfect Tense, Past perfect tense, Future perfect tense
- Continuous tenses - There are different continuous tenses, namely: Present continuous Tense, Past continuous tense, Future continuous Tense, Future perfect continuous tense.

The Present Tenses

Now let us start with the Present Tenses.

1. The Present Simple Tenses

The Present Simple Tense does not necessarily indicate an action taking place in the present time. It is most often used for the following:

- To denote an action that takes place regularly (habitual action): **For example** He runs every day.
- For general truths. **For example** It is hot in the dry season.

This tense is formed by the base verb and an addition of –s for the third person singular.

Here are some examples of the Present Simple Tense:

- I read until late every day.
- Jane eats food greedily.

2. Present Perfect Tense

This tense is used to refer to an action that started sometime in the past and is still true or affects the present. It is formed by putting have or has before the past participle of the verb. Look at the following examples:

- Mrs. Kamara has left for the conference in Makeni.
- We have received his letter at last.
- I have never seen an elephant.

3. Present Continuous Tense

This tense indicates a present ongoing action that may continue into the future. It is also referred to as the Present Progressive Tense, because it describes an action that is in progress. Here are examples:

- She **is studying** for the examinations.
- They **are practising** for the match.

4. Present Perfect Continuous Tense

This tense indicates an action which was started sometime in the past and continues in the present. The Present Perfect Continuous Tense is formed by putting **have/has been** before the **-ing** form of the verb.

Here are two examples:

- What has the maid been doing this morning?
- The students have been talking about their allowances.

The Past Tenses

1. The Past Simple Tense

The Past Simple tense indicates an action completed at a definite time in the past. Here are two examples:

- I cooked yam last night.
- The cleaner swept my room yesterday.

2. The Past Perfect Tense

The Past Perfect tense is formed by putting the auxiliary verb '**had**' before the past participle. This tense indicates an action that happened before another action. Here are two examples:

- She had gone to the party before the incident.
- Eva had taught in the primary school before she moved to the secondary school.

3. The Past Continuous Tense

The past continuous tense is formed by putting the -ing verb form after was or were. This tense indicates an ongoing action that happened and was completed in the past. It is often used to show an action that was interrupted in the past, as in the following examples.

Here are two examples:

- I was sewing a dress when I pricked my finger.
- They were digging in the garden when it started to rain.

4. The Past Perfect Continuous Tense

This tense is formed by putting had been before the -ing verb form. It is used to indicate a past, ongoing action completed before some other past action. Here are two examples:

- Mr. Mansaray had been teaching at that school before he was transferred here.
- Manso had not been doing his assignments when he failed the examinations.

Future tenses

1. The Future Simple Tense

This tense is formed by putting will or shall before the verb. This indicates an action or state of being that will begin in the future. Here are two examples:

- I shall leave after lunch.
- Susan will complete her course in nursing next year.

Note that English uses a variety of ways of expressing future events. These include 'going to' as well as the present simple and present continuous forms. Here are some examples:

- I am going to complain to the principal.
- She leaves for Bo next Thursday.
- We are seeing the Director tomorrow.

2. The Future Perfect Tense

This tense is formed by putting will/shall have before the verb. It is used to indicate that an action will be completed by a particular time in the future before some other action. Here are two examples:

- We shall have finished the writing task when you return.
- Theresa will have returned from Kenema when I leave for Kambia.

3. Future Continuous Tense

This tense is formed by putting will/shall before the –ing form of the verb. The Future continuous tense expresses future actions without definite time limits or to express something that will be continuing at some particular time in the future. Here are two examples:

- Joseph will be leaving for Port Loko this evening.
- He will not be driving because he lost his license.

4. Future Perfect Continuous Tense

This tense is formed by putting will have been before the –ing form of the verb. This tense is often used to indicate an action that will have been happening for some time before another one takes place. Here are two examples:

- By the time he leaves this place, he will have been working for thirty years.
- If he does not finish tonight I will know he will have been trying without success.

ACTIVITY

- Construct a sentence each showing the use of the following verb tenses: Present Simple tense, Future Continuous Tense, Present Perfect Tense, Past Continuous Tense and Future Perfect tense.

ASSESSMENT: 10

Identify the verb tenses used in the following sentences:

1. By the time he leaves this place, he will have been working for thirty years.
2. He will not be driving because he lost his license.
3. I shall leave after lunch.
4. Joseph will be leaving for Port Loko this evening.
5. I was sewing a dress, when I pricked my finger.

UNIT 11

Subject-Verb (Concord)

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- State some of the rules that deal with subject-verb agreement.
- Correct sentences that have subject-verb agreement problems.

CONTENT

Let's start. What do you understand by Subject- Verb agreement?

Subject-verb agreement refers to the agreement that must exist between the subject and the verb in a sentence.

The subject must agree with the verb in both the written and spoken forms. However, there are rules that we must follow as we go about speaking and writing, so that what we say and write may not sound clumsy.

Rules

1. A singular subject takes a singular verb and a plural subject takes a plural verb.

For example This house **is** mine - singular subject and singular verb

For example The people **are** dancing to a song. - Plural subject and plural verb.

In the third person singular the verb takes either (s) or (es)

- The girl **goes** to market in the morning.
- Mariama **sings** very well.
- Joseph **plays** Hand Tennis very well.

2. A subject will come before a phrase beginning with “of”. Example:

- A bouquet of yellow roses **lends** colour and fragrance to the room.
- A herd of sheep **is** stampeding.
- Most of the jury is here /are here.

3. Two singular subjects connected by or, either/or neither/nor require a singular verb. Example:
 - His brother or my sister **is** going to the provinces today.
 - Neither Ola nor James **is** short-listed for the interview.
 - Either James or Lansana **is** helping Alie with his homework.
4. The verb in an or, either/or or neither/nor sentence agrees with the noun or pronoun close to it. Eg
 - Neither the plates nor the serving bowl **goes** on the shelf.
 - Neither the serving bowl nor the plates **go** on the shelf.
5. As a general rule, use a plural verb with two or more subjects when they are connected by “and” **For example**
 - A book and a pen **are** learning materials.
 - John and Mary **are** my classmates.
6. The verb is singular if the two subjects separated by “and” refer to the same person or thing as a whole. Example:
 - Red beans and rice **is** my mom’s favorite dish.
 - The principal and proprietor of our school **is** my father.
7. If one of the words “each,” “every,” or “no” comes before the subject, the verb is singular. Example:
 - No **smoking** or **drinking** **is** allowed.
 - Every **man** and **woman** **is** required to check in.
8. Sometimes the subject is separated from the verb by such words such as “along with,” “as well as,” “besides” etc. These words and phrases are not part of the subject and so they must be ignored. Use a singular verb when the subject is singular and a plural verb when the subject is plural. **For example**
 - The principal, along with the teachers, **is** expected for the meeting.
 - Excitement, as well as nervousness, **is** the cause of illness.
9. Parentheses are not part of the subject. **For example**

- Jacob (and his trusty mutt) **was** always available.
10. In sentences beginning with here or there, the true subject follows the verb.
For example
- There **are** four hurdles to jump.
 - There **is** a high hurdle to jump.
 - Here **is** the key
11. The singular verb form is usually reserved for units of measurement or time.
- **Four** quarts of oil **was** required to get the car running.
 - Three miles **is** long distance to trek.
12. With words that indicate portions eg a lot, a majority, some, all, if the noun after 'of' is singular, use a singular verb. If the noun is plural use a plural verb. **For example**
- A lot of the pie **has** disappeared.
 - All of the pie **is** gone.
 - All of the apples **are** gone.
 - Some of the bags **are** missing.
13. The word 'were' replaces 'was' in sentences that express a wish or are contrary to fact. **For example**
- If Joe were here, you'd be sorry.
 - If I were you, I would not do such a thing.
14. When **gerunds** are used as the subject of a sentence, they take the singular form of the verb. However, when they are linked by «and,» they take the plural form.
- **Standing** in the water **was** a bad idea.
 - **Swimming** in the ocean and **playing** drums **are** my hobbies.

ACTIVITY

1. . What is subject-verb agreement?
2. Why do you think it is important for pupils to learn about subject-verb agreement?

ASSESSMENT: 11

1. Everyone (**has**/have) done his or her homework.
2. Each of the students (**is**/are) responsible for doing his or her work.
3. Either my father or my brothers (is/**are**) going to sell the car.
4. Neither my sisters nor my mother (**is**/are) going to sell the house.
5. The samples on the tray in the lab (**need**/needs) testing.
6. Mary and John usually (plays/**play**) together.
7. Both of the dogs (has/**have**) collars.
8. Neither the dogs nor the cat (**is**/are) very hungry.
9. Either the girls or the boy (walk/**walks**) in the evening.
10. Either the boy or the girls (**walk**/walks) in the evening.
11. At the end of the fall (comes/**come**) the hard tests.
12. The slaughter of animals for their fur (**has**/have) caused controversy.
13. The student, as well as his teacher, (**was**/were) going on the field trip.
14. The hard tests (comes/**come**) at the end of the fall.
15. Both of my roommates (has/**have**) decided to live in the dorms

UNIT 12

Prepositions and Conjunctions

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Define preposition and conjunction.
- Identify prepositions and conjunctions in sentences.
- Use prepositions and conjunctions in their own sentences.

CONTENT

Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they come before a noun. They do not change their form with regard to case, gender and so on of the word they refer to.

TYPES OF PREPOSITION

The different types of prepositions are:

- Simple prepositions
- Compound prepositions
- Prepositions of movement
- Prepositions of place
- Prepositions of time

Simple Prepositions:

Simple prepositions are single word prepositions such as:- ***across, after, at, before, between, by, during, from, in, into, of, on, to, through, under, with*** and ***without***. They are all one word prepositions.

- The newspaper is ***on*** the chair.
- The cat is ***under*** the table.
- The thief jumped ***through*** the window.

Compound prepositions:

Compound prepositions are more than one word - **in between** and **because of** - are prepositions made up of two words - **in front of**, **on behalf of** are prepositions made up of three words.

- My office is **in between** the bank and the post office.
- My car is **in front of** my flat.
- They have gone **out of** the town.

Prepositions of movement

Prepositions can be used to show movement. For example: **to, through, across**.

We use '**to**' to show movement with the aim of a specific destination.

- I moved **to** Paris **in** 1999.
- He went **to** the cinema **at** 3 pm.
- They came **on** the 1st of January, 2020.

We use '**through**' to show movement from one side of an **enclosed space** to the other side.

- The train went **through** the tunnel.
- He walked quickly **through** the door.

We use '**across**' to show movement from one side of a **surface or line** to another.

- She swam **across** the lake.
- He walked **across** the road.

Prepositions of place

Prepositions can be used to show where something is located.

The prepositions - **at, on, in**

We use **at** to show a specific place or position.

- I live **at** 36 Wharf Road, Portee.
- I am waiting **at** the bus stop.
- He started working **at** 10:00 A.M.

We use **on** to show position on a horizontal or vertical surface.

- Your book is **on** the floor.
- The book is **on** the table.
- The boy is writing **on** the wall.

We also use **on** to show a position on streets, roads, etc.

- I used to live **on** Wharf Road.
- There is a petrol station **on** the corner of the street.
- There is so much water **on** the road.

We use '**in**' to show that something is enclosed or surrounded.

- They are **in** a truck.
- My money is **in** the box.
- The dog was **in** the school compound.

We also use **in** to show position within land-areas (towns, counties, states, countries, and continents).

- I used to live **in** the city.
- Michael lives **in** America.
- There are so many wild animals **in** the forest

There are more prepositions of place such as: after, among, at, behind, in, in front of, by, next to, above, over, below, under, and so on.

Prepositions of time

Prepositions can be used to show when something happens. (Time, day, date, month, year, morning, afternoon, evening, night, season)

Prepositions of time include - **at, on, in**

examples:

- He goes to work **at** 9.00 A. M. every day. (time)
- I'll see you **on** Monday. (day)
- He has an exam **on** the 10th. (date)
- My birthday is **in** December. (month)

CONJUNCTIONS

Conjunctions play a vital role in English grammar, Most writers forget the importance of conjunctions; they have their own place in English Grammar.

What is a Conjunction?

A conjunction is a word which joins two word , or sentences. This is also called sentence linker or connective. Their main task is to link two or more words, clauses or sentences. Example:

Jacky read this book **and** gave it to me.

TYPES OF CONJUNCTIONS

Conjunctions can be categorised basically in three types:

- a. Coordinating conjunctions
- b. Subordinating conjunctions
- c. Correlative conjunctions

Common conjunctions are: and, but, if, yet, because, for, or, so and so on.

- I was teased **yet** I did not show it.
- Smith likes bread **and** butter.

a. Coordinating conjunctions

These conjunctions join two sentences which are independent of each other. For example

- Jacky, read this book **and** give it to me.

Examples of coordinating conjunctions are: *and, but, or, nor, for, so* and *yet*.

b. Subordinating conjunctions

A Subordinating conjunction joins two sentences which are totally dependent on each other. If we divide the whole sentence in two parts then one will be the principal clause and other will be the subordinate clause.

Subordinate conjunctions are:

Before, till, if, because, although, that.

Before

Example:-the patient had died **before** the doctor came.

Till

Example:-you stay here **till** I return.

If

Example:-I shall be late **if** the train does not come.

Because

Example:-Ramatu could not go to school **because** she was ill.

Although

Example:-**Although** Lamin was ill, he went to college.

That

Example:-This is the bike **that** I want to buy.

All the above examples are of subordinate conjunctions

c. Correlative conjunctions

Correlative conjunction is a paired conjunction and it works only with pairs.

Few of Correlative conjunctions are: either...or, neither...nor, whether...or, though...yet.

Either ...or

Example:-She is **either** afraid **or** frightened.

Neither ...nor

Example: – It is **neither** useful nor essential.

Whether...or

Example: – I do not care **whether** you like me **or** not.

Though...yet

Example: – **Though** Mr. Ram is very rich **yet** he is quite unhappy.

All the above examples are of Correlative conjunctions.

ACTIVITY

Form ten sentences making use of prepositions and conjunctions

ASSESSMENT: 12

Complete the following sentences with the appropriate prepositions

1. When we get ready for dinner, I have to take my books_____ the table.
 - A. Of
 - B. From
 - C. Out
 - D. Off
2. Every weekend, we put the trash can _____ for garbage collection.
 - A. Up
 - B. At
 - C. Into
 - D. Out
3. You have to leave your shoes _____the door when you enter the house.
 - A. In
 - B. Over
 - C. To
 - D. By
4. It was a long walk, so he began moving slowly _____ the town.
 - A. For
 - B. Towards
 - C. Until
 - D. At
5. David cleaned his room by stuffing everything _____his bed.
 - A. In
 - B. On
 - C. Under
 - D. Along

6. We often go fishing _____ the river side.
A. Towards
B. Inside
C. Along
D. Around
7. The lecture will be held right _____ the tutorial.
A. At
B. Before
C. Over
D. Beyond
8. He was caught by the teacher for cheating _____ the exam.
A. During
B. After
C. Near
D. Outside
9. John needs to submit the report _____ his boss before 5 pm.
A. At
B. To
C. Of
D. On
10. James's wife accused him _____ cheating.
A. A. Up
B. B. To
C. C. With
D. D. Of

UNIT 13

Introduction of Continuous Writing — Sentences and Paragraphing

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Write legibly and impressively.
- Use transitional expressions to link sentences and paragraphs.
- Write essays correctly.
- Produce texts from guided writing.

CONTENT

The following aspects will be taken into consideration when you are writing your answers for this part of the examination:

1. **Content:** This deals with what the question is asking you to do. You must try as much as possible to understand the question and what you are required to do. For example, you may be asked to write a letter to your friend telling him/her about how you spent your holiday. If you write on something different from what you are asked to do, then it means you have gone out of context and you will be penalised for that.
2. **Organisation:**
 - This is how best you arrange your thoughts. Your work should be written in paragraphs. For your level, your paragraphs should not be very long.
 - Each paragraph should consist of one idea or thought.
 - The paragraphs should be linked together using meaningful linking devices such as 'firstly, secondly, in addition, furthermore, moreover, however, In spite of, despite, for example.
 - The format of the particular writing must be followed. **For example,** address of a letter, salutation, body of the letter, and subscription at the end.

3. **Expression:** This is one of the most important part of your assessment. Expression deals with how you express yourself in English. This is where students lose marks. Your expression includes the way you form your sentences, the way you use your punctuation and your tenses. At your level you should be able to write simple, compound and complex sentences.
4. **Mechanical Accuracy:** This deals with the following:
 - Use of correct spellings.
 - Use of correct tenses.
 - Use of correct punctuation marks.

Sentences

A sentence is a group of words put together to make sense. A complete sentence must have a subject and predicate. A sentence always starts with a capital letter and ends with a full stop, question mark or an exclamation mark.

We shall discuss the following kinds of sentences:

1. The simple sentence.
2. The compound sentence.
3. The complex sentence.

The Simple Sentence: This is a sentence that contains one subject and one predicate and expresses one simple thought. For example:

- i. The students studied very hard.
The students—**subject**
Studied very hard—**predicate**
- ii. Fatmata went to school yesterday.
- iii. The girls are beautiful.

The Compound Sentence: This is a sentence that contains two simple sentences joined by a coordinating conjunction. For example: Fatmata swept the compound and Marie washed the dishes.

Here, there are two simple sentences:

- Fatmata swept the compound.
- Marie washed the dishes.

UNIT 13 : Introduction of Continuous Writing — Sentences and Paragraphing

These two simple sentences are joined by the coordinating conjunction ‘and’

- i. Joseph opened the bag **and** took out a book.
- ii. Kadi is good at English **but** not very good at math.
- iii. It started to rain **and** we went inside.

The Complex Sentence: This is a sentence formed by joining two or more simple sentences with a subordinating conjunction such as ‘because’, ‘so’, ‘after’, ‘before’, ‘while’, ‘if’, ‘since’, ‘unless’, ‘until.’ **For example**

- i. Amie was in bed **because** he had a fever.
- ii. Musu arrive late **because** she had missed the bus.

Paragraphs

A paragraph develops ONE main idea through a series of sentences. This main idea is usually introduced in the first sentence of the paragraph, called **the topic sentence**. The idea is then developed further through the sentences that follow.

A paragraph is usually around 250 words and consists of five or six sentences, although this can vary depending on the purposes of the paragraph, and the length of the piece you are writing. A paragraph plays an important role in writing because it provides a framework for organising your ideas in a logical order. Using a clear structure for your paragraph helps guide the reader through your writing.

Paragraph Structure

A useful way of understanding paragraph structure is to think of it as a block that is divided into three sections: the beginning, the middle and the end.

The basic paragraph follows this structure:

1. **Topic sentence:** - the beginning
 - Needs to state ONE idea clearly.
 - Useful Tip: Always put the most important information first.
2. **Supporting sentences-** the middle
 - Elaborate and explains the idea introduced in the topic sentence.
 - Provides evidence and examples.

- Explains the evidence or examples included- why is it relevant?

3. **Concluding sentences:-** the end

- Makes links: back to the main idea of the paragraph; back to the topic.

When to start a new paragraph:

- Start new main points or new ideas in a new paragraph. If you have an extended idea across multiple paragraphs, each new point within that idea should have its own paragraph.
- Use a new paragraph to introduce a contrasting or different position. Use a clear topic sentence to identify the main idea.
- If the paragraph becomes too long or the material is overly complex, you will need to create a break to make your writing more readable. Try splitting long paragraphs into two shorter paragraphs. This means you will need to write a new topic sentence at the start of the new paragraph.
- Introductions and conclusions are usually written as separate paragraph.

TRANSITIONS AND THEIR USES

1. To indicate time sequence

- | | | | |
|------------|-------------|----------------|------------|
| • After | • Afterward | • After a time | • At first |
| • During | • Earlier | • Eventually | • Finally |
| • Formerly | • Initially | • Instantly | • Later |
| • Next | | | • At Last |

2. Transition that adds information

- | | | | |
|-----------------|---------------|---------------|---------------------|
| • Additionally, | • As well as | • Besides | • Equally important |
| • Further | • Furthermore | • In addition | • Moreover |
| • Next | | | |

3. Transitions that introduce examples

- | | | |
|-----------------|----------------|------------------|
| • For example, | • For instance | • Namely |
| • Specifically, | • Such as | • To be specific |

4. Transition that indicates sequence or order

- First/ firstly • Second/ secondly • Third/thirdly • Next
- Finally, • First of all • Previously • Subsequently
- Meanwhile • Furthermore • In addition to • Similarly
- Moreover

5. Transition to introduce opposite idea or exception

- However, • Even though • On the other hand • Nevertheless
- Instead • In contrast • Despite • In spite of
- But • Still • Yet

6. Transition to compare and contrast

- Similarly, • In comparison • In contrast • On the contrary
- Whereas • Although • Despite • Instead
- Nonetheless • Notwithstanding

7. Transition to show cause and effect

- Therefore • Thus • As a result • Consequently
- Because • Since • Hence • Accordingly
- Due to • Subsequently • Resultantly • On account of

ACTIVITY

Attempt to write a paragraph with a topic sentence and three supporting sentences.

ASSESSMENT: 13

Change each of these complex sentences into a simple sentence.

- i. It is a fact that he is a greedy man.
- ii. It is fortunate that we have returned safely.
- iii. I cannot help anybody as I myself am weak.
- iv. We do not know how to go about the job.

Change each of these compound sentences into a simple sentence.

- i. The rain failed and the crops were destroyed.
- ii. He is old but he is not so weak.
- iii. The sun set and birds flew to their nests
- iv. I like not only apples but grapes also.
- v. She saw the tiger and began to tremble out of fear.

UNIT 14

Writing Narrative and Descriptive Essays/Composition

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Discuss how to use Narrative, Descriptive styles in writing an article and a story (creative writing).
- Write any one of the kinds of writings.

CONTENT

COMPOSITION WRITING

A composition is a piece of writing that expands a topic or idea. In your examination, you will be asked questions on these forms of composition writing:

- The narrative composition.
- The descriptive composition.
- The argumentative composition.
- Writing a story.
- Article writing.

Narrative Composition

A narrative composition is story or an account of past events. In writing a narrative composition, learners are to write the topic of the composition boldly at the top of the page and underline it. Divide the thoughts or ideas into meaningful paragraphs. For their level, they should try to write simple and compound sentences so that they can express themselves as clearly as they can. Divide their ideas into three broad areas; the introduction, the body and the conclusion.

The introduction is normally short. This is where they state the purpose of writing. It should be written in such a way that somebody reading what they have written will become interested in the rest of what they have written. For

example they may be asked to narrate experiences that they had during an outing. They may have an introduction that may read thus:

“Last year’s outing organised by the Talented Social club was the most memorable event I have ever witnessed in my whole life. The atmosphere was electrifying. The crowd was one of the largest I have ever seen. Friends came from the whole country to celebrate the occasion.”

In this short introduction, they have made the person reading what they have written want to read further.

The body of the composition could have 2-3 paragraphs. This is where they really go into detail to narrate what really happened. Start the narration by looking at what happened before, that is, the preparations that were made. They would have to look at three main parts: What happened **before**, **during** and **after**?

The next stage will be looking in some detail at what really happened during the occasion. They must make their narration very lively so that the person reading it will enjoy what they have written. Here are some questions to consider when writing:

- When did the occasion start?
- How did it start?
- Who were present?
- What really happened?
- How were you involved?
- What part did you play?
- When did the occasion end?
- How did it end?
- What impact did this event have on you?

They will discover that by the time they finish answering these questions, they would have got 2-3 paragraphs.

The last part will be the conclusion. This is just a short statement of how you really felt and the impact the occasion had on you.

It is important to note that for a narrative composition, learners must use largely the **simple past tense** because you are dealing with events that had happened in the past.

THE DESCRIPTIVE COMPOSITION

A descriptive composition is basically about describing something or an object, somebody or a scene. In a descriptive composition, writers are appealing to the reader's sense of sight; to use the imagination to visualise what is being described. Like the narrative composition, set out to write a descriptive composition by writing clearly the title at the top of the page. Normally the question gives the title of the composition.

The following considerations must be made when describing:

a. A person

Size of the person, the age (if possible), height, complexion, colour of eyes, nature of nose and mouth, appearance, character if known for example:

General impression of the person.

b. An object

Size of the object, colour, height, general appearance, place normally found/ location.

c. A scene

The environment, general appearance, population (people present) , occupation of the people, what happened at the scene?

ACTIVITY

1. Attempt to choose one narrative or descriptive essay/composition and write your outline.

ASSESSMENT: 14

Try your hand on the following questions:

- Write a composition explaining how you escaped from a dangerous situation.
- Describe what happened on the day that the president visited your school.
- On your way to school one morning, you witnessed a road accident involving one of your school mates. Write a composition on what

you saw from the outset of the accident to the conveyance of your schoolmate to the hospital.

- One day, while you were alone and asleep at home, fire broke out in your house. Describe how you escaped, how the fire was put out and how your parents reacted on their return.
- On your return trip from holidays by bus, you lost your suitcase containing all your clothes. Write an essay on this incident and how you finally found your suitcase.
- You have an essay competition in your school on the topic “An Interesting book I have read”. Write out your essay.

UNIT 15

Writing an Article and a Story/Creative Writing

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Discuss what an Article and Creative Writing is all about.
- Write an Article or a Creative Story.

CONTENT

WRITING AN ARTICLE FOR PUBLICATION

This is a writing in which most candidates do the wrong thing. Most of them end up writing letters to the editor of newspapers. An article suitable for publication is NOT a letter to the editor of a newspaper. However, take note of the following considerations when writing an article for publication:

- a. An article is like any other composition/essay and must be written that way; a topic/ title of the article is written at the top of the page.
- b. Thoughts/ ideas divided into paragraphs
- c. Divide your thoughts/ideas into introduction, body and conclusion.

However, you would have to do the following at the end of your article”:

- d. If the article is for a school magazine, you would have to write your name and your class/form at the end of your article. Eg Fatima Precious Mansaray, JSS3 Blue
- e. If the article is for publication in a national/local newspaper, you would have to write your name and the area where you live. eg Jenneh Mansaray, New London, Kossuh Town.
- f. If the article is for publication in an international magazine/ newspaper, you would have to write your name, location and the name of your country. Eg Susan Bintu Mansaray, Grafton, Freetown, Sierra Leone.

CREATIVE STORY WRITING

Another popular question that appears in your paper to write on is that of a story. The question may ask you to write a story that begins with a particular saying or end up with a particular saying. For example you may be asked to write on the following:

“Write a story that begins with the saying ‘So it all started.....’”/ “Write a story that ends with the saying “it pays to be honest”

Here, you are going to be very creative. The story that you write may not be a true story but you must appear to be telling a true story. You have to follow the guide lines that cover composition writing

- a. Write the title of your story at the top of the page. You can get the title from the question. **For example:**
- b. “ It pays to be honest.
- c. “So it all started....”
- d. Divide your thoughts into paragraphs.
- e. Use simple and compound sentences as best as you can.
- f. Divide your story into introduction, body and conclusion.
- g. Your story must sound very convincing.

ACTIVITY

Sit back quietly, think and create a story that you like to tell your friends. Make sure that your story sounds true and convincing. Attempt to write out what you have told your friends.

ASSESSMENT: 15

1. Write an article for publication in your school magazine on the person you admire most. State the qualities that you admire so much in the person.
2. Write an article for publication in your school magazine on the topic “ What I would like to do for my country”
3. Write a story that ends “ I am sorry for being so careless”
4. Write a story ending with the expression “....This is the day I thought I would die.”

UNIT 16

Letter Writing

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Discuss the aspects that are considered when grading the continuous writing.
- Discuss the three types of letter writing.

CONTENT

Let us look at the first part which is Letter writing.

LETTER WRITING

Every candidate taking the BECE must write one letter. There will be two questions on letter writing. You are expected to write one letter as your answer.

By this time, you know that there are three types of letters; the Informal letter, the Semi-formal letter and the Formal letter.

The Informal letter is also referred to as the friendly letter. This is normally written to friends who are close to you or with whom you have close relationship.

The Semi- formal letter is normally written to older relatives or persons who are older and for whom you have great respect.

The Formal letter is also referred to as the business letter. It is normally written to persons in authority whom you must not talk to as you would to your friends. This type of letter is a very serious letter so the language you use must also be serious.

In writing any type of letter you must consider the following points:

1. INFORMAL LETTER

- Informal letter: your address written properly on the top right-hand corner of the page including the date of writing.
- An appropriate salutation; Dear Aminata, Hello Abu, Hi Fatima, My dear Jenneh,

- Always remember to follow your salutation with a comma after the name.
- Divide the body of your letter into meaningful paragraphs. Use more of simple and compound sentences.
- Start each sentence with a capital letter and end with any of the end marks- full stop, question mark or exclamation mark.
- Arrange your ideas so that each idea comes in one paragraph. Try to be creative and think imaginatively. Make your writing very lively and interesting. Let the person reading your letter know that you are really writing to somebody with whom you have a special relationship.
- End your letter with an appropriate valediction; Yours affectionately, Your friend, With love from, Love, followed by your first name.

2. SEMI-FORMAL LETTER

- Write your address on the top right-hand corner of the page including the date.
- Use an appropriate salutation; Dear Uncle, Dear Aunt, Dear Uncle Patrick, Dear Aunt Agnes,
- Always remember to follow your salutation with a comma.
- Remember you are writing to an older relative. You must mind what you say and how you say it.
- End your letter with an appropriate valediction; Yours truly, Yours sincerely, Your nephew, Your niece, followed by your full name.

3. FORMAL LETTER

- This type of letter has two addresses; your address as usual, written at the top right-hand corner including the date and the address of the person you are writing to on the left-hand corner of the page below the line that bears your date. You do not include the date for this address.
- The most appropriate salutation for this type of letter is Dear Sir/ Madam,
- However, if you know the person to be a man, you address him as Dear Sir, but if she is a woman, you address her as Dear Madam,
- There must always be a caption following the salutation; Eg. **The Problem of Examination Malpractice**. This must be written boldly and underlined to set it apart from the body of the letter.

- The language you use in this type of letter should be serious. Remember you are writing to somebody who is in authority and therefore deserves some respect.
- Use simple and compound sentences and make your thoughts as clear as possible.
- Such letters are often not very long. Keep to the point and be brief.
- End your letter with the usual valediction; Yours faithfully, followed by a comma and your full name on the other line.

ACTIVITY

- Write out an outline of the three types of letters that you have studied.

ASSESSMENT: 16

1. Write a letter to your elder sister thanking her for the wonderful present she sent you for your birthday. Tell her how you spent your birthday and how useful you find the present.
2. Pupils are not allowed to repeat JSS 3 and sit the BECE a second time. Write a letter to the Minister of Basic and Senior Secondary Education giving three reasons why pupils should be allowed to repeat JSS 3 and re-sit the BECE.
3. Your Language Arts teacher has given you home work for a week but you failed to do it. Write a letter of apology to the teacher and give at least two reasons why you neglected your homework.
4. Your mother insisted that you attend Senior Secondary School in your town/city before she left for Lagos. Write a letter to her giving at least two reasons why you prefer to attend senior secondary school in another town/city.
5. You have been suspended indefinitely from school for being rude to your class teacher. Write a letter of apology to your teacher, apologising for your behavior and reassuring him/her of better behavior from you in future.

UNIT 17

Speaking — Direct and Indirect Speech

LEARNING OUTCOMES

By the end of this unit, learners will be able to:

- Convert direct speech to indirect speech.
- Convert indirect speech to direct speech.

CONTENT

What is a Direct Speech?

A direct speech is the exact words that someone says. It is the exact words of a person/ speaker. Such words are normally enclosed in quotation marks or in inverted commas

For Example

Mom said, "Where are my keys."

Ibrahim said, "I feel ill."

- -"The principal is attending a meeting." said the teacher.

What is an indirect speech/ reported speech?

As you can see, those are the exact words of Mom, Ibrahim and the Principal. They are the direct speech of the speakers above.

We can also report what someone says without using their exact words. We can do this by using the verbs "say", "ask" or "tell" followed by "that." This is called indirect speech. For example: Ibrahim said, "I feel ill" can be reported as Ibrahim said that he felt ill. Indirect speech is also called reported speech.

The differences between direct speech and indirect speech/ reported speech

- i. Do not use quotation marks with indirect speech.
- ii. Change the tense of the verb in indirect speech.
- iii. Change the pronouns in indirect speech.

UNIT 17 : Speaking — Direct and Indirect Speech

| Direct Speech | Indirect/Reported Speech |
|--------------------------------------|----------------------------------------------|
| Umaru said, " It's time to leave | Umaru said that it was time to leave. |
| 'I cannot find my book, 'said Alice. | Alice said that she could not find her book. |

In changing from direct to indirect/ reported speech, we are to follow certain rules. Let us consider these rules.

1. Tense changes

| Verb | Example | Becomes | Example |
|---------------------|----------|------------------|-----------|
| Simple present | go | Simple past | went |
| Present progressive | Is going | Past progressive | Was going |
| Simple past | went | Past perfect | Had gone |
| Present perfect | Has gone | Past conditional | Had gone |
| Simple future | will | | would |

More examples on change of tense

| | |
|------------------------|----------------------------------------------------|
| Direct speech | "I have a pen," Amie told her friend. |
| Indirect speech | Amie told her friend that she had a pen. |
| Direct speech | "Musa has written a letter," Dan told a class. |
| Indirect speech | Dan told the class that Musa had written a letter. |

We also note that in changing from direct to indirect speech, it is not only the tenses that change. Even the pronouns change as well. Let's look at the following:

Change of pronouns from direct to indirect/reported speech

| | |
|---------------------------------------|---------------------------------------------------|
| The first-person personal pronoun "I" | To the third person personal pronoun "He/ She/ It |
| We | They |
| My | His/Her |

| | |
|------|---------|
| Us | them |
| Our | their |
| Me | His/her |
| They | them |

In changing again from direct to indirect/reported speech, certain words would have to change as well. Let's look at the following:

The following words also change from direct to indirect speech:

| | |
|------------|--------------------|
| Can | Could |
| Shall | Should |
| Will | Would |
| May | Might |
| This | That |
| These | Those |
| Now | Then |
| Today | That day |
| Yesterday | The previous day |
| Tomorrow | The following day |
| Last night | The previous night |
| Must | Had to |

Indirect Command

Use "order" "tell", and "warn" when you are reporting orders and instruction.

| | |
|------------------------|---------------------------------------------------------|
| Direct speech | The teacher said, "Stop running in the corridor!" |
| Reported speech | The teacher ordered us to stop running in the corridor. |
| Direct speech | "Put your books away, children," said Mr. Bockarie. |

| | |
|------------------------|---------------------------------------------------------|
| Reported speech | Mr. Bockarie told the children to put their books away. |
|------------------------|---------------------------------------------------------|

Indirect Questions

The verb “ask” is usually used to report questions.

| | |
|------------------------|--------------------------------------------------|
| Direct speech | Sally said, “Where is my umbrella?” |
| Reported speech | Sally asked where her umbrella was. |
| Direct speech | Aminata said, “Have you finished your homework?” |
| Reported speech | Aminata asked if I had finished my homework. |

Notes: to report a question word questions, use the same question word in direct speech.

| | |
|------------------------|-----------------------------------------------|
| Direct speech | Mom said “Where are your shoes?” |
| Reported speech | Mom asked where my shoes were |
| Direct speech | “What time does the show start?” asked Susan. |
| Reported speech | Susan asked what time the show started. |

Also when reporting yes or no questions, use “**if**” or “**whether**” after the verb.

| | |
|------------------------|----------------------------------------|
| Direct speech | “Is it raining?” asked Tamba. |
| Reported speech | Tamba asked if it was raining. |
| Direct speech | Alice said, “Can you help us?” |
| Reported speech | Alice asked whether I could help them. |

When you report you need to change the interrogative form into an affirmative sentence, putting the verb tense one step back as with normal reported speech. There are two types of questions that we can report: questions that have a yes/no response and questions that begin with a question word like ‘what’ , ‘where’, ‘when’ ‘how’

For example

- “Do the boys live here?” the old man asked- direct speech
The old man asked if the boys lived there- Indirect/reported speech
Questions with ‘what’, ‘when’, ‘where’, ‘how’

For example

- “Where do the boys live?” asked the woman- direct speech
The woman asked where the boys lived
- “When are you leaving?” the grandfather asked his grandson
The grandfather asked his grandson when he was leaving.
- “How will they get there?” Mrs. Kamara asked the girl.
Mrs. Kamara asked the girl how they would get here.

Reporting Orders/commands and Requests

When you give someone an order, you use the imperative form, which means using just the verb without a subject.

For example

- “Call me back later” he told me.- direct speech
He told me to call him back later. - Indirect/reported speech
- “Stand up!” commanded the teacher.- direct speech
The teacher commanded the students to stand up.
- “Could you call me back please?” requested the principal.
The principal asked the student to call him back later.

ACTIVITY

Now, let's try our hands at the following:

1. “Our last class outing was very interesting” Abu told his cousin.
2. “Avoid fast-flowing streams” the man cautioned his children.
3. “Get out of my class!” the teacher yelled at the girls

UNIT 17 : Speaking — Direct and Indirect Speech

4. "My parents work in the same office" said Adama.
5. "You have not done the work correctly" the teacher told his pupils.
6. "I shall visit you later" Grandma promised us.
7. "When will you tell us the story?" the children asked Pa Joe.
8. "Stop your noise!" the man ordered the girls.
9. "I do not know you!" Fatima shouted at Mohamed.
10. "How old are you?" the teacher asked Susan.

ASSESSMENT: 17

Fill in the blank spaces with a verb in the correct tense. The first one has been done for you.

| Direct Speech | Indirect/Reported Speech |
|----------------------------------------------------------|-------------------------------------------------------------|
| "I am very tired, said Dad. | Dad said that he—-was—-very tired |
| The teacher said, "Sam <i>has</i> not made any mistake. | The teacher said that Sam—-not made any mistake. |
| " The Keke is coming," said Peter | Peter said that the Keke —-coming. |
| "I do not want to watch TV," said Mambu. | Mambu said that he—-want to watch TV. |
| "You can come to my house for dinner," Mammy told Isatu. | Mammy told Isatu that she —-—-come to her house for dinner. |
| "I have cleaned up my room," said Mariama. | Mariama said that she —-cleaned up her room. |

UNIT 18

Speaking — Question Tag

LEARNING OUTCOMES

By the end of this unit, learners will be able to:

- Say what question tags are.
- Make use of question tags correctly.

CONTENT

A question tag is a small question at the end of a statement. Question tags are used when asking for agreement or confirmation. That is you may want to know if the person you are speaking to agrees with what you are saying. **For example:**

- i. You are a student, aren't you?
- ii. Mary isn't a teacher, is she?

There are two parts to these sentences above. They are positive sentence and negative question tag. Negative statements are statements with 'not.' **For example:**

- i. Musa is not my friend.
- ii. Aminata was not in the house
- iii. Fatu and Tommy are not on speaking terms.
- iv. Karimu has no pencil in his bag.
- v. He does not come here on Friday

In spoken English, we can shorten the verbs in the negative statements. Like

- i. Musa is not my friend becomes Musa isn't my friend.
- ii. Aminata wasn't in the house
- iii. Fatu and Tommy aren't on speaking terms

When we are speaking, we therefore use the verb contraction or shorten form to ask question at the end of a positive statement as in:

- i. Musa is my friend, isn't he?
- ii. Aminata was in the house, wasn't she?

Some examples of verb contractions

| | |
|----------|------------|
| I'm | I am |
| You're | You are |
| He's | He is |
| Weren't | We are not |
| We've | We have |
| Haven't | Have not |
| I'd | I had |
| I'll | I will |
| We'd | We would |
| Can't | Cannot |
| Couldn't | Could not |
| Won't | Will not |

In forming a question tag, we use a helping verb and the subject of the sentence. **For example:**

- i. Haja is older than you, isn't she?
- ii. Aminata and I can go by bus, can't we?

Note that the pronouns "she" and "we" refer to the subjects, "Haja" and Aminata."

Also the main part of the sentence has "**I am**" in it, use aren't in the question tag. **For example:**

- i. I'm your best friend, aren't I?

Now consider the following rules:

RULES THAT DEAL WITH QUESTION TAGS

1. When the statement is positive, the question tag will be negative. **For example:**
 - i. You are a student- This is a positive statement. Therefore, the question tag that goes with it is a negative one; aren't you
 - ii. She is well, isn't she?
 - iii. They will come today, won't they?

2. When the statement is negative, the question tag will be positive. **For example:**

- i. Mary isn't a teacher- This is a negative statement because of the negative item 'isn't'. So, the question tag that goes with it will be a positive question tag "is she?"
- ii. She is not well, is she?
- iii. You do not have to go just yet, do you?

Independent practice

Complete the following sentences with the correct question tags.

1. You do not like sugar,.....?
2. It could be done,.....?
3. Boys do not like to wash,.....?
4. He has a lot of books,.....?
5. Ansu didn't come,.....?

Now let's look at examples of more question tags

| Negative statement | Positive question tag |
|----------------------------|-----------------------|
| • You aren't a teacher, | are you? |
| • He isn't crazy, | is he? |
| • He wasn't relaxed, | was he? |
| • They weren't late, | were they? |
| • You do not speak French, | do you? |

| Positive statement | Negative question tag |
|------------------------|-----------------------|
| • You are a student, | aren't you? |
| • He is very happy, | isn't he? |
| • He was happy, | wasn't he? |
| • They were surprised, | weren't they? |
| • You speak French, | do not you? |

In some cases, there are no auxiliary or helping verbs in the sentence to help us form question tag. **For example:**

- i. They came to the meeting yesterday.

You can see that the verb in this sentence is “came.” It is not a helping verb. It is a main verb. In this case, we form the question tag with the appropriate form of the verb “do.” Since the verb in the sentence is “came”, in the past tense, we use “did.”

- i. They came to the meeting yesterday, didn't they?
 ii. Kadiatu comes to school late, doesn't she?
 iii. Sia and Kumba visit their grandmother on Sundays, don't they?

ACTIVITY

In a small group with your friends practise using Question tags.

ASSESSMENT: 18

Write the correct question tags to the following:

1. She told a lie.....?
2. They know us.....?
3. Honey is sweeter than sugar.....?
4. He won't practice tennis.....?
5. You can sing better than your sister.....?
6. He knew the answer.....?
7. They do all the domestic work.....?
8. Posseh hadn't read the book.....?
9. You understand what I am saying.....?
10. These mangoes look juicy.....?
11. Miatta speaks French.....?
12. Amara knows nothing.....?

UNIT 19

Active and Passive Voice

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- State what active and passive voice mean.
- Convert sentences from the active to the passive voice.

CONTENT

Let us start. What is an active voice?

Active voice: When the subject of a sentence performs the verb's action, we say that the sentence is in the active voice.

Let us look at some examples.

For example:

1. Monkeys like bananas.
2. The trader counted the money.
3. The dog chased the thief.

In the first sentence, "Monkey" which is the subject performs the action described by the verb 'like'

In the second sentence, "The trader" which is the subject performs the action described by the verb 'counted'

In the third sentence, "The dog" which is the subject, performs the action described by the verb 'chased'

What is Passive Voice?

Passive Voice: A sentence is in the passive voice when the subject is acted on by the verb. This means that the subject is the recipient of the action. We can convert the sentences in the examples on Active Voice thus:

For example:

1. Bananas are liked by monkeys.

2. The money was counted by the traders.
3. The thief was chased by the dog.

Now let us consider some rules in changing from active to passive voice.

RULES OF CHANGING FROM THE ACTIVE TO THE PASSIVE VOICE

1. Present Simple Tense

| Active | Passive |
|-----------------------|---------------------------|
| He reads a novel | A novel is read by him |
| He does not cook food | Food is not cooked by him |
| Does he sell books? | Are books sold by him? |
| They grow plants | Plant are grown by them |

2. Present Continuous Tense

| Active | Passive |
|----------------------------------|-------------------------------------------|
| Isha is singing a song | A song is being sung by Isha |
| Kadiatu is not eating vegetables | Vegetables are not being eaten by Kadiatu |
| Is Ramatu buying a book? | Is a book being bought by Ramatu? |
| They are serving poor people | Poor people are being served by them. |

3. Present Perfect Tense

| Active | Passive |
|-------------------------------------------|---------------------------------------------------|
| Nata has challenged the police order. | The police order has been challenged by Nata. |
| Rugiatu has not written the examination. | The examination has not been written by Rugaitu. |
| Have they left the apartment? | Has the apartment been left by them? |
| The doctor has carried out the operation. | The operation has been carried out by the doctor. |

4. Simple Past Tense

| Active | Passive |
|------------------------------------|--------------------------------------------|
| Remi cleaned the floor. | The floor was cleaned by Remi. |
| Aisha bought a new pair of shoes. | A new pair of shoes was bought by Aisha. |
| The principal called the students. | The students were called by the principal. |

5. Past Continuous Tense

| Active | Passive |
|--------------------------------|---------------------------------------|
| Niki ta was painting the wall. | The wall was being painted by Nikita. |
| Were you repairing the car? | Was the car being repaired by you? |
| She was baking the cake. | The cake was being baked by her. |
| He was watching me. | I was being watched by him. |

6. Past Perfect Tense

| Active | Passive |
|---------------------------------------|-----------------------------------------------|
| Melisha had cleaned the floor. | The floor had been cleaned by Melisha. |
| Victoria had not received the parcel. | The parcel had not been received by Victoria. |
| Had they caught the thief? | Had the thief been caught? |

7. Simple Future Tense

| Active | Passive |
|-------------------------------------|---------------------------------------------|
| Sorie will send the mobile phone. | The mobile phone will be sent by Sorie. |
| Daniel will not attend the meeting. | The meeting will not be attended by Daniel. |

8. Future Perfect Tense

| Active | Passive |
|---------------------------------------------------|-----------------------------------------------------------|
| They will have discovered the vaccine for corona. | The vaccine for corona will have been discovered by them. |
| Mariatu will not have changed the table cloth. | The table cloth will not have been changed by Mariatu. |

Note:

There is no passive voice formation for:

- The Present Perfect Continuous Tense
- Past Perfect Continuous Tense
- Future Perfect Continuous Tense
- Future Continuous Tense.

ASSESSMENT: 19

Now try the following exercise:

- I did not beat her.
 - She is not beaten by me.
 - She has not beaten by me.
 - She was not beaten by me.
- I will never forget this experience.
 - This experience is not forgotten by me.
 - This experience would never be forgotten by me.
 - This experience will never be forgotten by me.
- Mother made a cake yesterday.
 - A cake made by mother yesterday.
 - A cake is made by mother yesterday.
 - A cake was made by mother yesterday.
- The boy teased the girl.
 - The girl was teased by the boy.
 - The girl had teased by the boy.

- C. The girl was been teased by the boy.
5. Did she do her duty?
- A. Was she done her duty?
 - B. Was her duty done by her?
 - C. Had her duty done by her?
6. The tiger was chasing the deer.
- A. The deer was chased by the tiger.
 - B. The deer was being chased by the tiger.
 - C. The deer had chased by the tiger.
7. She has written a novel.
- A. A novel has written by her.
 - B. A novel has been written by her.
 - C. A novel had written by her.
8. She has learned her lessons.
- A. Her lesson has learned by her.
 - B. Her lessons have been learned by her.
 - C. Her lessons had been learned by her.
9. Have you finished the report?
- A. Has the report finished by you?
 - B. Has the report been finished?
 - C. Had the report been finished by you?
10. The police have caught the thief.
- A. The thief has been caught by the police.
 - B. The thief was caught by the police.
 - C. The thief had been caught by the police.

UNIT 20

Some Basic English Idioms

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Say what idiomatic expression means.
- Study some common idiomatic expressions.
- Give correct interpretation of idiomatic expressions.

CONTENT

What are Idiomatic Expressions?

Idiomatic expressions are types of informal language that have a meaning different from the meaning of the words in the expression.

Examples:

- Kick the bucket.
- Spill the beans.

The meaning is different from the literal meaning or definition of the words in which they are made. Their meanings are however, used figuratively. The idioms do not mean exactly what the words say. They however, have hidden meanings.

In the first example it means “to die” and in the second example it means “to reveal a secret”

What is important to note about idiomatic expressions is that their meanings are somewhat fixed and as students you must learn them by heart.

Here are some idiomatic expressions you must try to learn. Do not be afraid of the number. Try to learn as many as you can.

IDIOMATIC EXPRESSIONS

Here is a list of some idiomatic expressions and their meanings or interpretations.

| No | IDIOMATIC EXPRESSION | MEANING |
|----|-----------------------------------|-----------------------------------------------------|
| 1 | The black sheep of the family | Disgraceful child |
| 2 | An itching palm | A thief |
| 3 | To build castles in the air | Think of the impossible |
| 4 | To put square pegs in round holes | A person in a position unsuited for their abilities |
| 5 | To blow one's trumpet | To be boastful |
| 6 | To live a cat and dog life | To be quarrelsome |
| 7 | To sit on the fence | To avoid taking sides |
| 8 | To take French leave | To leave without permission |
| 9 | To make a storm in a tea cup | To exaggerate/ blow out of proportion |
| 10 | To be in hot water | To be in trouble |
| 11 | To smell the rat | To be suspicious |
| 12 | To bury the hatchet | To make peace |
| 13 | To let the cat out of the bag | To reveal what should be kept secret |
| 14 | A white elephant | An irrelevant thing |
| 15 | A green snake in the green grass | To be deceitful/ secretive |
| 16 | To shed crocodile tears | To display false, insincere sadness |
| 17 | To kick the bucket | To die |
| 18 | To paddle one's canoe | To mind one's business |
| 19 | To kill two birds with one stone | To achieve two different goals in a single action |
| 20 | To let sleeping dogs lie | Not avoid trouble/ forget past grudge |
| 21 | To make ends meet | To struggle for survival |

UNIT 20 : Some Basic English Idioms

| | | |
|----|--------------------------------------------------|------------------------------------------------|
| 22 | The apple of one's eye | Somebody very dear |
| 23 | To be a good for nothing person | To be a useless person |
| 24 | To hold water | To be correct, valid |
| 25 | To lead a dog life | To have an unhappy life |
| 26 | To be a henpecked husband | A husband who is controlled by his wife |
| 27 | A kangaroo court | A court that is unfairly constituted |
| 28 | To be laid to rest | To be buried |
| 29 | To be thick in the head | To be stupid |
| 30 | To be heartless | To be cruel |
| 31 | To wipe the slate clean | To make amends |
| 32 | To go to the book | To carefully follow the official rules |
| 33 | To hang about | To loiter about |
| 34 | To be at loggerheads with | To be in conflict with somebody |
| 35 | To think over | To consider carefully |
| 36 | To have a herculean task | To have a difficult duty to perform |
| 37 | An Apollo | A very handsome well-built man |
| 38 | To be in between the devil and the deep blue sea | To be in a confused state of mind |
| 39 | The alpha and omega | The beginning and the end |
| 40 | To have ones heart in ones boot | To be depressed or down-hearted |
| 41 | To have a feather in one's cap | To have something to be proud of |
| 42 | To beat a dead horse | To waste time and energy on something |
| 43 | To show a clean pair of shoes | To escape by running away |
| 44 | To pass with flying colours | To pass with distinction |
| 45 | To save for the rainy day | To keep money for a time when it may be needed |

| | | |
|----|-----------------------------------|-----------------------------------------------------------|
| 46 | To put in black and white | To have something written down |
| 47 | To bite the dust | To be defeated |
| 48 | To throw dust in the eye | To be deceived |
| 49 | To strike the iron when it is hot | To act without delay |
| 50 | A cock and bull story | A false and untrue story |
| 51 | To wear two hats | To hold two positions |
| 52 | To be out of mind | To be mentally ill |
| 53 | To be well off | To be in a comfortable situation |
| 54 | To prevail upon | To convince somebody |
| 55 | To be of two minds | To be undecided |
| 56 | To pull one's leg | To try teasing |
| 57 | To make a break through | To be successful |
| 58 | A wall flower | Pretty but useless |
| 59 | To back up | To support |
| 60 | To clear the air | To explain, to make something clearer |
| 61 | To keep something dark | To keep something secret/ to hide something |
| 62 | To turn coat | To change one's allegiance for something |
| 63 | To be heavy-eyed | To feel sleepy |
| 64 | To be under a cloud | To be troubled |
| 65 | To nail down | To confirm |
| 66 | To hit the nail on the head | To go straight to the point/ to attack the issue directly |
| 67 | To be a dove | To be a peace-loving person |
| 68 | To wear a long face | To look sad |
| 69 | To let bygones be bygones | To forgive and forget past happenings |
| 70 | To rule with iron hands | Not to tolerate criticism/ to be a dictator |
| 71 | A dead letter | A rule that people no longer observe |

UNIT 20 : Some Basic English Idioms

| | | |
|----|-------------------------------------|--------------------------------------------|
| 72 | To have the lion share | To have the greater share |
| 73 | To take the bull by the horn | To attack without fear of any risk |
| 74 | To swing the lead | To avoid working purposely |
| 75 | To play with fire | To act in a way that is dangerous. |
| 76 | Going to the dogs | Things getting worse |
| 77 | To live from hand to mouth | To live in hardship/ barely surviving |
| 78 | To play fast and loose | To act carelessly |
| 79 | To hang one's head | To be ashamed |
| 80 | To be a scapegoat | To be blame for someone else's mistake |
| 81 | To pay lip service | Insincere declaration of support |
| 82 | To wait till the clouds, roll by | To wait for more favourable circumstances |
| 83 | To show cupboard love | To show interest for material gains |
| 84 | To be carried away | To be easily excited about something |
| 85 | To act as a goat | To behave foolishly |
| 86 | To throw in the towel | To give up a struggle |
| 87 | To hold one's tongue in one's cheek | To remain silent |
| 88 | A red-letter day | A notable/memorable day |
| 89 | To burn the candle at both ends | To study for a very long time without rest |
| 90 | To pay a man in his own coin | To revenge forcefully |
| 91 | To do monkey business | Deceitful, dishonest conduct |
| 92 | To shake off something | To get rid of something |
| 93 | To keep the pot boiling | To keep an activity going on |

ACTIVITY

Try to remember at least 5-10 idioms, write them out with their meanings

ASSESSMENT: 20

After each of the following sentences, a list of possible interpretations of the underlined expression in the sentence is given. Choose from the interpretations labelled A-D the one which is most appropriate.

1. Men were often **pulled down** whenever they committed rape.
 - A. Dragged down
 - B. Pushed down
 - C. Praised
 - D. Humiliated
2. The police ordered the bandit **to lay down his arms**. This means that the police asked the bandit to:
 - A. Raise his arms.
 - B. Surrender.
 - C. Put both his hands on the ground.
 - D. Lie down on the ground.
3. Isha's bad behavior always **gets on my nerves**. This means that:
 - A. I get irritated when Isha misbehaves.
 - B. Isha's rudeness makes me jump.
 - C. I find it funny when Isha misbehaves.
 - D. Every time Isha does the wrong thing, I feel good.
4. The guest speaker was given **a standing ovation**. This means that:
 - A. The guest speaker stood up to give his speech.
 - B. The guests stood up and cheered the guest speaker.
 - C. The guests stood up to welcome the guests.
 - D. The guests stood up to listen to the guest speaker.

5. The message was **music to my ears**.
- A. The message was delivered by a musician.
 - B. The message was delivered in the form of a song.
 - C. I was pleased to hear the message.
 - D. I got the message from someone I love.
6. Henry is still not leased even though he has **the lion share** of the meat.
- A. The lion's portion
 - B. The lion's meat.
 - C. The largest piece.
 - D. The smallest piece.
7. After much persuasion, Ayo decided to make **a clean breast** of it. This means that:
- A. Decided to confess to what she had done.
 - B. Decided to show her breast.
 - C. Decided to deny all that she had been accused of.
 - D. Decided to address everyone.
8. My eighty year old grandfather is still **as fit as a fiddle**. This means that my grandfather...
- A. Is now weak and helpless.
 - B. Still plays the fiddle well.
 - C. Now relies on people to assist him.
 - D. Is still strong and healthy.
9. The marauders **made away with** all the jewels. This means that, the marauders
- A. Were caught with the jewels.
 - B. Had hidden the jewels.
 - C. Displayed all the jewels.
 - D. Stole all the jewels.

10. Ramatu **smelt the rat** when her fiancé repeatedly made excuses for his absence. This means that Ramatu.....
- A. Become suspicious.
 - B. Caught her fiancé red-handed.
 - C. Was afraid of her fiancé.
 - D. Frowned at her fiancé.

UNIT 21

Introduction to Literature — Definition, Branches, Types and Functions

LEARNING OUTCOMES

By the end of this unit, learners will be able to:

- Identify and explain the meanings and types of drama, prose and poetry.
- Discuss themes from texts that can apply to real life situations.

CONTENT

What is Literature?

In general term the word literature could mean any written work. However, if we are to narrow down our definition to mean the subject of literature that is studied at school, we can therefore say that literature is any writing that possesses literary merit. This type of literature is imaginative. It is the product of the writer's imagination.

Literature comprises plays, poems, novels and short stories. These types of Literature entertain, inform and educate.

Branches of Literature

There are three branches of Literature. They include: prose, drama and poetry.

Prose:

Prose is a form of expression that is written or spoken in modern English.

Features/Characteristics of Prose

- a. It is written in chapters and paragraphs.
- b. Prose expresses ideas, thoughts and actions in sentences.
- c. Prose has narrative techniques. Like the first person, third person narrative techniques, epistolary and so on.
- d. The person who writes prose or a novel is an author or novelist or writer.

- e. One important element of prose is the theme. This is the central idea or underlying message of the Novelist or Writer or Author.

Types of prose

We can divide prose into fiction and non-fiction.

Prose fiction: this type of writing is highly imaginative. Examples of fictional prose include: novels, short stories.

In prose fiction, the characters do not really exist and the stories are not true. Examples of prose work are novels such as ***Who is to Blame?*** By Alhaji Mohamed Abu Sesay. ***So Long a Letter*** by Mariama Bâ.

Non-fiction:

This is the opposite of fictional prose. Non-fictional prose is based on the actual lives of people. In other words non-fiction is a true story. Examples are autobiographies and biographies, newspaper articles and so on.

Drama

This type of Literature is usually acted on stage. The purpose of a drama is to be acted in front of an audience. When drama is acted on a stage it becomes a play and real.

Features/Characteristics of Drama

- a. A play or drama is written in acts and scenes.
- b. It involves different characters that use dialogue to engage in actions on stage.
- c. Drama is meant to be acted on stage.
- d. The person who writes drama is a dramatist or a playwright.
- e. One important element of drama is theme. This is the central idea or underlying message of the writer.

Types of drama

There are different types of drama. They are: tragedy, comedy, tragic-comedy, melodrama.

Tragedy: this is a serious play that ends sadly. The hero or heroine dies at the end as a result of his or her flaw. Examples of tragic plays are: *Macbeth* by William Shakespeare, **The Gods are not to Blame** by Ola Rotimi.

Comedy: this is a play with a happy scene and full of amusement. Comic plays are meant to entertain the audience. Example: **Taming of the Shrew** by William Shakespeare.

Tragic-comedy

It is a play that combines the qualities of a tragedy with that of a comedy. It brings together serious elements of tragedy with episodes of comedy. Example of tragic-comedy is The **Tempest** by William Shakespeare.

Melodrama:

It is a play that is accompanied by song. It arouses strong feelings in the minds of the audience. It normally has a happy ending.

Poetry:

Poetry is a piece of writing in which the words are chosen for their sounds and the images they suggest. Poets use words not just for their obvious meanings. The words the poets use are arranged in lines with repeated rhythm. This is called stanzas.

Features/Characteristics of Poetry

- a. A poem is written in lines and stanzas.
- b. A poem economises on words.
- c. A poem uses sound devices and other literary devices.
- d. A poem uses rhyme scheme.
- e. The person who writes a poem is called a poet.
- f. One important element of poetry is the theme. This is the central idea or underlying message of the poet.

Types of Poetry

The different types of poetry are Epic, Satire, Lyric, Sonnet, Ode, Elegy, Idyll, Ballad.

- i. **Epic:** is a long narrative poem that describes the deeds of a great hero that reflects the values of the culture.
- ii. **Satire:** this type of poem ridicules the foolish action of a person, society or an institution.
- iii. **Lyric:** this poem is full of emotions and strong feelings. It is usually short and is meant to be sung.
- iv. **Sonnet:** this is a lyrical poem of fourteen lines. A Sonnet is divided into two parts. The first part is made up of eight lines. It is called *Octave*. The remaining six lines are called *Sestet*.
- v. **Ode:** ode is a type of poetry that is always in a form of an address. In other words Odes address a person or thing for a specific purpose.
- vi. **Elegy:** is a poem of mourning, usually over the death of an individual or the passing of life and beauty.
- vii. **Idyll:** is a short poem which describes one particular scene or incident. It portrays more of the simple life of people in the country side.
- viii. **Ballad:** is a story told in verse and often meant to be sung.
- ix. **Didactic poem:** this poem teaches both social and moral lessons.
- x. **Limerick:** it is a humorous poem which has only five lines.

ACTIVITY

In groups of five, identify the themes, characters and their roles in any play you have studied.

ASSESSMENT: 21

What are the basic differences between the three types of Literature?

UNIT 22

Literary Devices and Figures of Speech

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Define a few literary devices.
- Identify some literary devices and figures of speech in given expressions.

CONTENT

Simile: This is a direct comparison between two different things using 'as' or 'like'. It should be noted that the two things compared should be different in nature or class.

For example:

- The dog is as black as charcoal.
- Lamin was like a lion in the battle.

Metaphor: This is a direct comparison between two unconnected things or objects without the use of 'as' or 'like.'

For example:

- Bockarie was a lion in the fight.
- The world is a stage where every man must play his part.

Personification: This gives human qualities to non-human or non-living things or ideas.

For example:

- The flowers nodded.
- The thunder grumbled.

Irony: This occurs when there is a marked contrast between what is meant and what really happens or between appearance and reality.

For example:

- The Titanic was said to be unsinkable but sank on its first voyage.

- The Traffic policeman was issued a ticket for not obeying the traffic rules.

Hyperbole: This uses exaggeration for emphasis or effect.

For example:

- I've told you to stop a thousand times.
- Thanks a million.

Euphemism: This is a mild, indirect or vague term that often substitutes a harsh, blunt or offensive term.

For example:

- The old man has kicked the bucket- meaning he has died.
- Salamatu was often economical with the truth- meaning she is a liar.

Alliteration: This is the repetition of sounds of words.

For example:

- She sells sea shells on the sea shore.
- Blue baby bonnets bobbed through the bar.
- Fred fried fish on Friday.

Onomatopoeia: This is the term for a word that sounds like what it describes.

For example:

- Rumble, thunder and crack.

Synecdoche: This occurs when a part is represented by the whole or conversely, the whole is represented by the part.

For example:

- Hired hands- workers.
- Many more mouths- people.

Oxymoron: This is a contradictory expression where two words of opposite meaning are placed together.

For example:

- Cruel kindness.

- Painful laughter.

Soliloquy: When a character talks alone to himself or herself on stage.

Fiction: This is a story that is not based on truth but imaginarily created.

Non-fiction: This is a realistic story of events that actually happened.

Sonnet: A poem of fourteen lines. The first eight lines is called the Octave and the last six lines is called the Sestet.

Elegy: A poem that mourns the dead.

Comedy: This is a literary work that makes use of a lot of fun to amuse the reader or audience.

Tragedy: This is a piece of literary work that ends on a sorrowful note or even the death of the main character.

Biography: This refers to the life story written by someone else.

Autobiography: This refers to the life story written by that person.

Theme: This refers to the main ideas or message of a literary work.

Diction: This refers to the choice of words used by a writer of a literary work.

Setting: This refers to the time and place in which events in a literary work occurred.

Character: This refers to the people involved in a literary work.

Climax: This refers to the highest point of events in a literary work that has major impact on the events in the work.

Characterisation: This is the detailed study of characters in a literary work by what they say and do and what others say about them.

Plot: This refers to the systematic arrangement of the story in a literary work.

Narrative technique: The style that the writer uses to tell the story in a literary work.

The First-Person narrative technique: This is referred to as 'I' narrative; the use of the personal pronoun 'I'. This is often used in autobiographies.

The Third Person narrative technique: This is the use of the Third Person (he, she, it and they). This is often used in biographies.

The epistolary technique: This is writing a literary work in the form of a letter.
Eg So Long A Letter by Mariama Bâ.

Poetry is written in stanzas.

A story that uses animals that talk and behave like human beings is **a fable**.

A collection of poems is called **an anthology**.

A number of lines forming a separate unit within a poem is **a stanza**.

A playwright is someone who writes a play.

ACTIVITY

ASSESSMENT: 22

1. Poetry is written in
2.is a book in which an author writes his own life story.
3. "In the heart of the forest" is an example of.....
4. A poem which is composed of fourteen lines is.....
5. 'The camel is the ship of the desert'
6. "They fly forgotten as a dream" is an example of.....
7. A special method by which a writer presents his/her novel in the form of a letter is.....
8. The main idea in a story is the
9. A story that uses animals that talk and behave like human beings is a
10. The pattern formed by rhyming words and represented with the alphabet is the.....
11. "..... that is how sickness dealt with him" is an example of.....

UNIT 22 : Literary Devices and Figures of Speech

12. "Double, double, toil and trouble.....is an example of.....
13. ".....echoes are all around whirling like a harmattan" is an example of.....
14. The clever use of words to show meaning is called.....
15. Saying the direct opposite of what is really meant is an example of.....
16. A collection of poems is called.....
17. A number of lines forming a separate unit within a poem is a.....
18. A play with a sad ending is a.....
19. "He was a walking skeleton" is an example of
20. A comparison between one thing and another using **'like'** or **'as'** is.....
21. A playwright is someone who writes
22. Using a part of the body to refer to the whole body in a piece of literary work is referred to as.....

UNIT 23

Prose — Road to Freedom by Yeama Lucinda Hunter

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Read the novel and answer questions on it.
- Make a character study of the characters in the novel.

WHAT IS PROSE?

Prose is one of the categories that the BECE candidates are required to cover for their Language Arts examination. Every school is required to choose one of the two prescribed texts for their candidates. Currently, the two recommended texts are;

1. Who is to Blame.
2. Road to Freedom.

ROAD TO FREEDOM by Yema Lucilda Hunter

SUMMARY OF THE PLOT

This book, “Road to Freedom”, by Yema Lucilda Hunter, is the story of former African slaves who were persuaded to fight on the side of the British in the American war of independence. Before their involvement in the war, the British government promised them freedom if they win the war against the Americans. But since they were defeated in the war, they were settled in Nova Scotia where they waited for the fulfilment of the promises of acres of land and freedom, which never came to reality.

Because of these problems a delegation led by Brother Thomas Peters was sent to Britain, with a petition to remind the British Government of their promises. After one Sunday service, the entire congregations from the different denominations were gathered and the petition was presented to them asking of their financial support to aid him to deliver the petition in London. He actually received some support from the Settlers. The cooperation was high and he left for London, where he was received with open arms by the authorities.

His petition was looked at with all seriousness and a decision was taken to resettle the Africans in Sierra Leone (Africa). Although series of uncertainty existed between families as to whether to go or stay, a very good number of them however preferred freedom in an unknown land to slavery in Nova Scotia.

To facilitate their freedom and return to Africa, the Freetown Company was created to promote ordinary trade in Africa and to be responsible for the resettlement of the Settlers in Freetown. The Sierra Leone Company in consonance with the British authorities made all necessary preparations for the departure and on the fifteenth day of January that year of the Lord, the freed slaves were sent to Freetown.

The journey, which lasted 52 days, was not an easy and comfortable one as the sea was rough for most of the time. Lots of illnesses and deaths were reported. Sixty-five people were reported dead on reaching the shores of Freetown.

In Freetown, the Settlers faced a lot of challenges, as the agents failed to make any proper arrangement on their arrival leading to no places for them to sleep. The abled-body men had to set in and clear the forest where temporary settlements were made before they prepared their permanent settlements.

The other set of challenges were mosquitoes, several illnesses and deaths from the flux of torrential rains. Also, from their arrival in March to September, there were no allocation of lands for farming as promised.

Daniel the famous hunter was mistakenly shot by another hunter, James Collier, and he was treated by Doctor Winterbutton. But after their long wait for the “Promised Land”, Governor Clarkson on his way back to England, during his furlough, told the settlers, that their land would be distributed in two weeks time. This never happened.

Governor Dawes, who took over from Governor Clarkson, was assisted by Zachary Macaulay and they both deliberately refused to distribute the land as they claimed that Governor Clarkson was not supposed to make that promise. The people in protest, appointed two representatives: Pastor Cato Parkings and Isaac Anderson to forward the report to London that they had been deprived of the land they were promised. This move made the relationship between the Settlers, the Governor and the Freetown Company deteriorate further.

In spite of the breakdown in the relationship, the Freetown Company did not relent on strengthening their position, as they claimed that if it were not for them, the Settlers would have been captured again or attacked by the

Timmanees. As a result, the eight ring leaders were arrested and sent to London for trial. Those found guilty were banished from Freetown and the minor offenders were prevented from getting any job at the Freetown Company.

After a bit of respite, eight French ships attacked the Freetown Company, captured the Governor, destroyed houses and churches and killed several people. Deannie, the narrator, had to run to the bush, where she was located by her brothers, Daniel and Junius Porter. They resettled her in Pa Demba Town where most Settlers and even some Whites went to seek refuge till the return of the French attackers. On their return, they captured the Governor, Zachary Macaulay. When he was released he was able to secure some food from the French Ships.

The people came back to Freetown and repaired their shattered homes and the relationship between Junius and Deannie grew as they loved each other very much and promised to marry. On realising some amount of peace, Deannie and Junius married, had ten children: five boys died in their cradle and five girls survived.

After the death of Bro, in 1810, Junius Porter and Daniel Dixon became partners in the family carpentry business.. Junius became a Lay Preacher and very successful business man. Daniel never married.

Felicia was married to Sam Perry, who already had two growing boys by 1802.

Governor Zachary encountered stiff resistance in his attempt to force the people to pay taxes for the land they owe. After his departure in 1799, Governor Ludlum, who took over from him, was so weak-minded that the people took advantage of that and organised a rebellion against the Freetown Company for total freedom. But their effort failed with the arrival of a new British ship with new brand of Settlers known as the Maroons plus some British military to resist the Settlers. Upon foiling the attempt of the Settlers to get freedom, the Freetown Company declared that Freetown belonged to them and that was when the Colony started.

After a series of unsuccessful attacks for the recovery of land by the Timmanees, an agreement was signed for the natives to give-up all captured land and these places were all considered as the British Colony. After the creation of the Colony, the British kept on bringing many people referred to as re-captives who were captured from slavers who were still indulging in the business.

CHARACTERS

1. **Deannie Dixon;** the narrator or writer and daughter of Jabez Dixon and Rebecca Dixon.
2. **Rebecca Dixon;** wife of Jabez Dixon and a mother of three with just two alive; Deannie and Daniel Dixon and wife of Jabez Dixon.
3. **Daniel Dixon;** son of Mr. and Mrs. Dixon and elder brother of Deanie Dixon.
4. **Jabez Dixon;** He was commonly known as Bro, and he was a carpenter by profession and did other farm work for his boss. He was the father of Deannie and Daniel and the husband of Rebecca Dixon.
5. **Brother Isaacs;** lived at Birchtown and was a Baptist church leader who attended service at Shelburne, a community of White folks.
6. **Pastor David George;** he was pastor of the main Baptist Church at Shelburne Town.
7. **Sister Clarissa King;** a church member to the Dixon family who was always moved by the spirit, and she was dark and fat.
8. **Brother Thomas Peters;** he was first introduced as a stranger at the Birchtown Baptist Church, but on the day announced his proposed plan to deliver a petition to the white folks for not fulfilling their promise to give them acres of land after fighting with the British. He then asked for assistance from the membership, which they gave and he was successful as the whites listened to him and modalities were put in place to bring the freed slaves back to Africa.
9. **Pastor Moses Wilkingson;** the Methodist leader blind and lame in the left leg and the man who introduced Brother Thomas Peters.
10. **Mr Dixon;** Slave master for Bro and Mammy and lived at California at a place called Tillman.
11. **Baby Sheba;** deceased daughter of the Dixon family.
12. **Mr Fowlis;** owner of the carpenter shop where Mr Dixon worked as an employee and Daniel worked as an apprentice.
13. **Brother Caleb Anderston;** a devoted old Christian to the work of God who volunteered to help collect the contributions from door to door in order to

support Brother Thomas Peters on his adventure to deliver a petition against the white folks in London.

14. **Mrs Catchpole;** the woman Mrs Dixon works (launders) for and the one who gave her the golden wedding ring and stud for Bro.
15. **Mr. Granville Sharp;** an English man who was sent by the Secretary of State in London to talk to Brother Thomas Peters about his petition and to address the issues surrounding the freed slaves.
16. **Henry Thornton and Sir Thomas Clarkson;** the very important people Granville Sharp introduced to Brother Thomas Peters as people who had started the fight against slave trade and had established the Sierra Leone Company to promote ordinary trade in West Africa.
17. **Pastor Luke Jordan;** assistant pastor to Pastor Wilkinson.
18. **Lieutenant Miller;** the man who came to recruit volunteers for military service in West Indies.
19. **Colonel Bluck;** one of the fortunate Negroes in Birchtown and Shelburne who bought the Dixon family's cabin at their departure to Sierra Leone.
20. **Felicia Porter aka Licia;** a negro girl who walked on foot from Saint John together with his brother Junius Porter to the port of Halifax for the voyage to Sierra Leone and a very good friend to Deannie who even nursed and cared for her when she was ill.
21. **Junius Porter;** brother of Felicia Porter who had to walk on foot from Saint John together with his sister for the trip to Sierra Leone.
22. **Louisa Porter;** a Negro mother to Felicia and Junius Porter who abandoned her children when they were 12 and 11 years respectively.
23. **Mrs. Appleby Bella;** the woman who merely gave up when they were at sea to Sierra Leone and was told that they were all going to die.
24. **Nathaniel Gilbert;** chaplain of the Sierra Leone Company.
25. **Dr Bell;** the company doctor, and counsellor who was a drunkard and dropped dead one day.
26. **Fatu;** the first native friend of Deannie, the fish seller, dark as molasses and slender as a young palm tree.

27. **Mrs Pepys**; Felicia's employer and wife of the Freetown Company surveyor.
28. **James Collier**; another hunter who mistakenly shot Daniel over the eye.
29. **Dr. Winterbotten**; the doctor who treated Daniel Dixon after the unfaithful incident.
30. **King Naimbana**; of the Timmanee settlement in the North.
31. **Pastor Cato Parkings**; one of the two people selected to make their complain back in London
32. **Isaac Anderson**; the other person appointed to make a complaint in London.
33. **Prince Godfrey**; Deanie's first suitor and a young pastor in training.
34. **Scipio Channel and Robert Keeling** ; two of the eight ring leaders of the riot who were sent to London for trial and were later banished from Freetown.

ACTIVITY

- Describe the living conditions of the settlers in Nova Scotia and in Freetown.
- How do you think they felt in the two environments?

ASSESSMENT: 23

1. Who is the author of the novel "Road to Freedom"?
2. What is her nationality?
3. What is the full name for Mammy?
4. What is the real name for Bro in the book?
5. Why did Bro say there should be no talking on the way to the meeting house?
6. How long did their Sunday services last?
7. Who are referred to as the redcoat soldiers in the book " Road to Freedom" ?
8. When was the war of American independence?

9. What was the other unbendable rule of the of the narrator's father, Bro?
10. Why did Mammy and Bro consider themselves lucky?
11. Who gave Rebecca Dixon her wedding ring studs for Jabez Dixon?
12. What did Mammy do with the wedding ring?
13. What was the most outstanding character of the Birchtown community?
14. How many congregations were in the Birchtown community? Name them?
15. What was the answer to the Brother Thomas Peters' petition from the English?
16. What was the name of the person who came looking for recruits for military service in West Indies?
17. List two preparations made for those who were ready to go back to Africa in Freetown?
 - i. Provisions to be sold at cheap rate or on credit
 - ii. Provision of all necessary materials for cultivation.
 - iii. That all whites and blacks would be equal under the British law.
18. How many tons of luggage was allowed for every man, woman and child?
19. To whom did the Dixon family sell their lot and cabin at their departure to Africa?
20. What was the name of the vessel that took the Dixon family to Africa?
21. To which vessel were Felicia Porter and her Brother Junius Porter allocated for the journey to Africa?
22. How many Africans were on board for the voyage to Freetown?
23. What was the name of the departure point?
24. When did the ships finally leave the port of Halifax for Sierra Leone?
25. How many people died on board Ship Lucretia on their way to Sierra Leone?
26. Name two people who died on board Ship Lucretia on their way to Freetown?

UNIT 23 : Prose — Road to Freedom by Yeama Lucinda Hunter

27. What is the total number of people that died on the voyage to Freetown?
28. What was the cause of their deaths?
29. What was the name given to the settlement?
30. Where was the first sermon preached in Freetown?
31. What was the greatest disappointment of the settlers upon their arrival in Sierra Leone?
32. What was the title given to Brother Thomas Peters in Freetown and what was his duty?
33. What was the final advice Rebecca Dixon (Mammy) gave to her daughter before her death?
34. How did Bro and Daniel prevent their carpentry tools and gun from getting rusted?
35. Name three types of foods sold by the natives of Freetown to the settlers?

UNIT 24

Prose — Who is to Blame? by Alhaji Sesay

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Read the novel and answer questions on it.
- Make a character study of the characters in the novel.

CONTENT

Alhaji Mohamed Sesay, the author of the novel, “Who is To Blame”, is a Sierra Leonean and a teacher by profession. His book, “Who is To Blame” is a fictional narrative of the main character, Sento Kanu, who was the only daughter of peasant parents; Mr Alie Kanu and his wife; Yabome Kanu.

Sento was born in a remote village called Maramu. Sento was raised partly in a village, a town and the city. She was a slim, black and beautiful girl with a very unique character that attracted many people. She was also brilliant, decent with fast movements and these qualities were complemented with her brilliance and outstanding performance in school work, domestic work and controlled social activities. Sento was so conscious of these qualities that she became proud and forgot about her poor background which led to her unfortunate end.

The novel started by tracing the family background of Sento, the main character. At the beginning of her life history, the author narrated how Sento, the only daughter of a family of three; her two elder brothers, who were now living on their own and herself helped peasant parents with their farm work involving upland farming and also a large plantain farm of mixed cropping. The main source of income for the family was proceeds from Mr. Alie Kanu’s farming, the rearing of animals and fishes caught by his traps.

Despite his position as a diligent and hardworking Station Manager in Bradford, Mr. Jones was a very good night hunter, and hardly came back home empty handed. He usually shared his game with neighbours and sold some. As a result of his fine nature, he was loved by all in Bradford and beyond.

During one initiation ceremony of fifteen young girls at Maramu, Mr Jones was invited and it was during his visit at that occasion that he saw Sento and

developed interest in her as he thought she would be promising if properly taken care of. But after a series of controversies surrounding Sento's adoption by the Jones Family, the Kanu family gave their consent and therefore lived together with Sento in Bradford before they finally moved to Freetown when Mr Jones was transferred to the Cline Town Railway Station, as Manager.

At Bradford Sento was admitted at the UMC Primary School where Mrs Jones was a teacher. She was so brilliant in her academic work, that she was loved by the Head Teacher and all the teachers. She was very successful at the Selective Entrance Examination and was escorted by Mrs Jones to the Freetown Secondary School for Girls at Freetown to secure admission into Form One. There she demonstrated her brilliance again.

Upon their return to Bradford after the admission process, the Jones family threw a party for her. This was well attended by her friends, neighbours and some teachers. Sento was now 16 years old and her parents requested her from her foster parents for her to go back to Maramu in order to be initiated into the Bondo society as the tradition demanded. Mr. and Mrs Jones being well aware of that, gave their consent and she was brought to Maramu, where she was initiated with twelve other girls. At the end of the two weeks they were trained into womanhood. A special graduation ceremony from the Bondo society was organised and that was also well attended by friends and family members including Mr and Mrs Jones. Here also, Sento excelled in all aspects of training given them.

Mr. Jones had been transferred to Freetown, to the Cline Town Station, so he asked Mr Alie Kanu and his wife to come over with Sento to Freetown to continue her schooling. Although the decision to take Sento to Freetown was seriously contested again by Sento's mother, Yabome Kanu, later agreed and Sento had to travel with the Jones family to Freetown.

On the day of their departure to Freetown, Mr Alie Kanu and Yabome were in Bradford to bid their daughter and the Jones family farewell. On their departure, Yabome Kanu cried to the embarrassment of Mr. Alie Kanu and even the Jones family as all efforts to calm her down were in vain. She continued the crying even when they had returned to Maramu making Mr Alie so furious with her that he even decided to send her away to her parents, but due to the intervention of the village elders, Mr. and Mrs. Alie Kanu were reunited and they continued to live in peace.

When the Jones family reached Freetown, Mr Jones took up his duty at the Cline Town Station, Mrs. Jones was transferred to the Cathedral Primary School in Central Freetown and Sento also started her schooling at the Freetown Secondary School for Girls. Here in Freetown, Sento maintained her good performance both academically and socially. She was so obedient at home and very hard working at school;. This made her always top of her class. In one of their Prize Giving Ceremonies, so much praise was lavished on Sento that one of the guests, Alhaji Kassim, a renowned business man, liked her and gave her a present of Le 2.00 that day. From that day, Alhaji Kassim developed an interest in Sento and tried to establish contact with the Jones family. He did that by visiting them frequently and always surprising them with gifts such as bags of rice, onions, sugar, Irish potato and salt.

After Sento had taken her GCE A'Level examination, she also obtained one of the best results in the country. Alhaji Kassim funded the Jones family to organise a big party for her which was well attended, including Alhaji himself. Two weeks after this graduation party, Alhaji declared his intention to marry Sento. Mr. Jones and his wife presented the matter to Sento. She told them clearly that she was not interested as she wanted to continue her education. But Alhaji Kassim insisted by continuously giving bribes to Mr Jones and a concoction (lasmamy) to be given to Sento, which finally lured her to marry Alhaji Kassim traditionally..

A few years later, Alhaji Kassim married another wife, Amie, from Masimra his mother-land, through her mother. Sento always despised Amie her rival and they were always at loggerheads, since she thought she(Sento) was far better than her and most often referred to Amie as "that thing". A few years after Kassim's marriage to Amie, Alhaji fulfilled his promise by wedding Sento. Several dignitaries like the chief Imam, the Mayor, the Speaker of Parliament and Mr. Alie Kanu were present including the foster parents ,Mr. and Mrs. Jones.

The wedding took place at Hamdala Mosque, Naimbana Street and the reception was held at YWCA Hall, Brookfield. The wedding was well attended and food and drinks were in abundance. It was during this period that Mr Ali Kanu, who was not used to the different types of food and drinks, got drunk. He was taken home to Borbor, where he made a mess in the room with faeces and vomit because he could not identify the flush toilet to use when he needed it most.

Owing to this unfortunate situation, Mr. Ali Kanu fled overnight back to his village without explaining anything to anyone. Upon discovering the cause of his disappearance, Sento also had to run away and put up with her old time friend Musu Marrah at Tengbeh Fakai. After hiding there for sometime, the two of them decided to go to Guinea by boat. Unfortunately for them, there was a heavy storm which caused the boat to sink with all the passengers. Sento and Musu lost their lives.

After Alhaji and Mr. Jones searched for them in vain, the news came that they were in the boat that sank and their bodies were discovered with the help of the Antisana fishermen at the Kasiri Wharf. They were buried at the Murray Town cemetery.

CHARACTERS IN THE NOVEL

| | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sento Kanu | the daughter of Mr. Alie Kanu and Mrs. Yabome Kanu, foster child to the Jones family who later married Alhaji Kassim. |
| Mr. Alie Kanu | Sento's father and husband of Mrs. Yabome Kanu. |
| Amadu Kanu | Sento's oldest brother. |
| Karimu Kanu | Sento's older brother the womaniser. |
| Ya Fathu | Mr. Alie Kanu's aunt, and the one who told Alhaji Kssim and Mr Jones that Mr and Mrs Kanu had gone to the farm, when they came searching for Sento and her father. |
| Mr. Henry Jones | the railway station manager, Bradford, husband of Mrs. Jones and foster father of Sento. |
| Mrs. Jones | a teacher, wife of Mr. Henry Jones and foster mother to Sento. |
| Mabel Jones | the only daughter of Mr. and Mrs Jones. |
| Pa Sembu | the village headman at Maramu. |
| Mr. Santigie Kanu | the section Chief who was a party to the meeting, where Sento was adopted by Mr. and Mrs. Jones. |

| | |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alhaji Kassim | a prominent business tycoon in Freetown and husband of Sento Kanu and Amie Turay. |
| Amie Turay | second wife of Alhaji Kassim who was engaged by his mother at Masimra. |
| Pa Umaru | head of the delegation Alhaji Kassim asked to plead on his behalf for Sento to allow him marry a second wife. |
| Haja Memuna Kassim | Alhaji Kassim's diseased wife, who was also a big time fish trader and died by road accident. |
| Pa Abdul Rahman Cole | Friend of Mr Jones and the man in charge of Sento's first marriage. |
| Sheik Ibrahim Conteh | Leader of the visiting delegation who came on behalf of Alhaji Kassim for the customary marriage of Sento. |
| Musu Marrah | Sento's class mate at FSSG, and a close friend who secretly helped her to join the family planning and supplied her contraceptives. |
| Mr. Thomas Edwards | friend of Alhaji Kassim and the man who does not fulfil his promises and never says no to any request; the direct opposite character of Alhaji Kassim. |
| Borbor Sankoh | Sento's houseboy who prepared the room for Mr Alie Kanu and helped him put on the marriage attire his daughter bought for him. He was the one who brought Mr. Alie Kanu home when he was found drunk at the reception. |
| Mr. Amidu Turay | father of Amie Turay, Alhaji Kassim's second wife. |
| Pa Morlai | the blacksmith and fortune teller whom Mr and Mrs. Alie Kanu met to find out about the where-about of their missing daughter, Sento. |
| Foday | apprentice to the blacksmith, and the one sent to call Mr and Mrs Alie Kanu in their farm when Alhaji Kassim and Mr Jones came looking for Sento and her father. |

ACTIVITY

ASSESSMENT: 24

1. Who is the author of the book, “Who is to Blame?”
2. What is the nationality of the author of “Who is to Blame”?
3. What type of book is “Who is to Blame”?
4. What is the name of Sento’s father?
5. What is the name of Sento’s mother?
6. What is the name of Sento’s home town?
7. Apart from Maramu, where else was Sento raised?
8. What were the names of Sento’s brothers?
9. How far is Maramu from Bradford and in which chiefdom and district was it?
10. What was Bradford called during the colonial era and why?
11. Name three railway stations within the colony at that time.
12. What was the source of income for Mr. Alie Kanu and his family during the rainy season?
13. Name four things that show that the Kanu family was poor?
14. Why is it that the Kanu family hardly used their pit latrine?
15. What was Mr Alie Kanu’s best bet?
16. Who was the village headman?
17. What sort of crimes was Karimu often brought to the village headman for?
18. Who were Sento’s foster parents?
19. Why was Mr Jones a busier manager than the others in Kenema and Magburaka?
20. What were the duties of the train station master?
21. What was Mr. Jones’ hobby ?
22. How was Sento’s station home different from the village home?

23. Why was Sento referred to as Mrs Jones' walking stick?
24. In to how many parts was Bradford divided? Name them?
25. Why was Mayemisoko the most feared of the three?
26. Who was Sembu?
27. Why did Mrs Jones advise Sento to choose FSSG at her common entrance?
28. Name two types of food served at the party.
29. What did the people at the time think was the purpose of the Bondo society?
30. Name the different types of informal education that were given by then to the initiates.
31. What was the society name given to Sento after her graduation from the Bondo bush and why?
32. Where were Mr Jones and Mrs Jones born?
33. What did Mrs Jones give as a present to Sento for taking first position in form 2 and where did she buy it?
34. When did Alhaji Kassim first show interest in Sento and what did he do to show that?
35. What was Alhaji Kassim's height?
36. Why was it that Yabome was not happy for Sento to go and stay with the Jones family in Freetown?
37. What was Mr. Jones' hobby?
38. Which school did Mrs. Jones transfer to teach in Freetown?
39. What types of gifts did Alhaji Kassim usually send to the Jones family?
40. When did Alhaji Kassim make his intention clear for Sento?
41. Was Sento willing to get married to Alhai Kasim?
42. What did Alhaji do for Sento to agree to marry him?
43. How did they know they had succeeded in getting Sento to marry Alhaji?
44. Name four people present at Sento's traditional marriage?

UNIT 24 : Prose — Who is to Blame? by Alhaji Sesay

45. How much money was given to the Jones family as engagement for Sento at the traditional marriage?
46. List four things that were in the calabash at the traditional marriage.
47. Who helped Sento to join the family planning even after her traditional marriage?
48. What do you mean by “RFA” in the book “Who is to Blame”?
49. Where is Alhaji Kassim’s place of birth/ where does Alhaji Kassim’s mother live?
50. Where did Sento’s wedding take place?
51. List four different people who were invited and were present at Sento’s wedding.
52. Where was the reception for the Sento’s wedding?
53. What was the venue of the party for the wedding?
54. Who brought Mr. Alie Kanu home after he went drunk at the reception?
55. Why did Mr Alie Kanu mess up even when the house was a self-contained?
56. Who was the first person to discover the mess by Mr. Alie Kanu at his guest room?
57. Who exposed the whole episode of the mess-up of vomit and faeces by Mr Alie Kanu?
58. Where did Sento go to hide after discovering the shameful act by her father?
59. Did Sento ever explain to Musu why she left her husband?

UNIT 25

Drama: The Taming of the Shrew

LEARNING OUTCOMES

By the end of this unit, pupils will be able to:

- Discuss the plot of “The Taming of the Shrew.”
- Study some sample context questions.
- Distinguish between different characters.

CONTENT

The Summary of The Plot of “The Taming of the Shrew”

In the Italian city of **Padua**, a rich young man named Lucentio arrives with his servants, **Tranio and Biondello**, to attend the local University. Lucentio is excited to begin his studies, but his priorities change when he sees **Bianca**, a beautiful, mild young woman with whom **Lucentio** instantly falls in love. There are two problems: first, Bianca already has two suitors, **Gremio and Hortensio**; second, **Bianca’s** father, a wealthy old man named **Baptista Minola**, has declared that no one may court **Bianca** until first her older sister, the vicious, ill-tempered **Katherine**, is married. **Lucentio** decides to overcome this problem by disguising himself as **Bianca’s** Latin tutor to gain an excuse to be in her company. **Hortensio** disguises himself as her music teacher for the same reason. While Lucentio pretends to be Bianca’s tutor, **Tranio** dresses up as Lucentio and begins to confer with **Baptista** about the possibility of marrying his daughter.

The **Katherine** problem is solved for **Bianca’s** suitors when **Hortensio’s** friend Petruchio, a brash young man from Verona, arrives in Padua to find a wife. He intends to marry a rich woman, and does not care what she is like as long as she will bring him a fortune. He agrees to marry **Katherine** without seeing her. The next day, he goes to Baptista’s house to meet her, and they have a tremendous duel of words. As Katherine insults Petruchio repeatedly, Petruchio tells her that he will marry her whether she agrees or not. He tells **Baptista**, falsely, that **Katherine** has consented to marry him on Sunday. Hearing this claim, **Katherine** is strangely silent, and the wedding is set.

On Sunday, **Petruchio** is late to his own wedding, leaving **Katherine** to fear she will become an old maid. When **Petruchio** arrives, he is dressed in a ridiculous outfit and rides on a broken-down horse. After the wedding, **Petruchio** forces **Katherine** to leave for his country house before the feast, telling all in earshot that she is now his property and that he may do with her as he pleases. Once they reach his country house, Petruchio continues the process of “taming” **Katherine** by keeping her from eating or sleeping for several days—he pretends that he loves her so much he cannot allow her to eat his inferior food or to sleep in his poorly made bed.

In Padua, Lucentio wins **Bianca’s** heart by wooing her with a Latin translation that declares his love. **Hortensio** makes the same attempt with a music lesson, but Bianca loves Lucentio, and **Hortensio** resolves to marry a wealthy widow. **Tranio** secures Baptista’s approval for Lucentio to marry **Bianca** by proposing a huge sum of money to lavish on her. **Baptista** agrees but says that he must have this sum confirmed by Lucentio’s father before the marriage can take place. **Tranio** and **Lucentio**, still in their respective disguises, feel there is nothing left to do, but find an old man to play the role of Lucentio’s father. **Tranio** enlists the help of an old pedant, or schoolmaster, but as the pedant speaks to Baptista, Lucentio and Bianca decide to circumvent the complex situation by eloping.

Katherine and **Petruchio** soon return to **Padua** to visit **Baptista**. On the way, **Petruchio** forces **Katherine** to say that the sun is the moon and that an old man is really a beautiful young maiden. Since **Katherine’s** willfulness is dissipating, she agrees that all is as her husband says. On the road, the couple meets Lucentio’s father, **Vincentio**, who is on his way to **Padua** to see his son. In **Padua**, **Vincentio** is shocked to find **Tranio** masquerading as **Lucentio**. At last, Bianca and **Lucentio** arrive to spread the news of their marriage. Both **Vincentio** and **Baptista** finally agree to the marriage.

At the banquet, following **Hortensio’s** wedding to the widow, the other characters are shocked to see that **Katherine** seems to have been “tamed”—she obeys everything that **Petruchio** says and gives a long speech advocating the loyalty of wives to their husbands. When the three new husbands stage a contest to see which of their wives will obey first when summoned, everyone expects **Lucentio** to win. **Bianca**, however, sends a message back refusing to obey, while **Katherine** comes immediately. The others acknowledge that **Petruchio** has won an astonishing victory, and the happy **Katherine** and **Petruchio** leave the banquet to go to bed.

Characters Description

1. **A Lord** - Passes by Sly and decides on the spur of the moment to dress him up as a Lord.
2. **Christopher Sly** - a Tinker, Hostess, Page, Players, Huntsmen, and Servants, Persons in the Induction.
3. **Baptista** - a rich gentleman of Padua.
4. **Katharina** - Daughter to Baptista.
5. **Bianca** - Daughter to Baptista.
6. **Vincentio** - an old gentleman of Pisa.
7. **Lucentio** - son to Vincentio; in love with Bianca.
8. **Petruchio** - a gentleman of Verona; Suitor to Katharina.
9. **Gremio, Hortensio** - Suitors to Bianca.
10. **Tranio, Biondello** - Servants to Lucentio.
11. **Grumio, Curtis** - Servants to Petruchio.
12. **Pedant** - set up to impersonate Vincentio.
13. **Biondello** - Another servant of Lucentio's.
14. **Curtis** - Another of Petruchio's servants.
15. **A Tailor** - Insulted by Petruchio.
16. **A Haberdasher** - Insulted by Petruchio.
17. **Nathaniel, Philip, Joseph, Nicholas, Peter** - Servants, likewise insulted by Petruchio.
18. **Christopher Sly** - A drunken tinker, who is made to think he is a Lord.
19. **Hostess** - The hostess throws the drunken Christopher Sly out of her tavern in the play's opening scene.

20. **The Lord's Hunstmen**-These attendants of the wealthy lord pretend to be Christopher Sly's servants, helping to convince him of his new identity.
21. **Bartholomew the Page**- The Lord has this young male servant dress up as Sly's wife. This disguise is very similar to the practice in Shakespeare's day of having young men play female roles in the theater.
22. **Players**- This group of travelling actors is hired by the lord to put on a play for Christopher Sly. The Taming of the Shrew is then their play, performed within the framing story established by the Induction.
23. **Biondello**- Biondello is one of Lucentio's servants. He helps Tranio and Lucentio carry out their plan to woo Bianca for Lucentio and finds a merchant to dress up as Vincentio.
24. **Grumio**- Grumio is one of Petruchio's servants, and goes with him to Padua. He is the object of much of Petruchio's abuse.
25. **Curtis, Nathaniel, Phillip, Joseph, Nicholas, and Peter**- These servants at Petruchio's house prepare hastily for Petruchio and Katherine's arrival, but Petruchio treats them rudely and harshly, as part of his plan to tame Katherine.
26. **Haberdasher**- Much like the tailor, the haberdasher is ordered by Petruchio to make Katherine a hat for Bianca's wedding banquet. Petruchio rejects the hat just like he rejects the tailor's dress, even though it is a perfectly fine hat.

ACTIVITY

- Why would you consider this play a comedy?
- Pick out the funny scenes that you find in this play.

ASSESSMENT: 25

1. What is the name of Lucentio's hometown?
 - A. Sienna
 - B. Pisa
 - C. Rome
 - D. Venice

2. In and near what city does the play take place?
 - A. Padua
 - B. Mantua
 - C. Turin
 - D. Pisa
3. What does Lucentio call the city in which he has arrived?
 - A. “nursery of arts”
 - B. “city of romance”
 - C. “heaven on earth”
 - D. “a pit of lascivious deeds”
4. What is the name of Lucentio’s main servant?
 - A. Tranio
 - B. Hortensio
 - C. Grumio
 - D. Carlo
5. Who delivers the speech on a wife’s duty to her husband at the play’s end?
 - A. Katharina
 - B. Baptista
 - C. Bianca
 - D. Petruchio
6. Who does the pedant disguise himself as?
 - A. Vincentio
 - B. Litio
 - C. Baptista
 - D. Tranio
7. Why does the Pedant disguise himself?
 - A. He is unwillingly disguised by the lord.
 - B. He has decided to have some fun.

- C. He wants to win the hand of a woman.
 - D. He is told all mantuans in Pisa will be executed.
8. What is Sly's first name?
- A. Biondello
 - B. Laertes
 - C. Christopher
 - D. William
9. What is his profession?
- A. a king
 - B. a playwright
 - C. a schoolmaster
 - D. a tinker
10. What activity does the Lord partake in right before spotting Sly?
- A. hunting
 - B. carousing
 - C. putting on a play
 - D. war
11. Who is "Cambio"?
- A. Bianca's friend
 - B. Bianca's Latin tutor
 - C. Katherine's teacher
 - D. Bianca's music tutor
12. What is a "gamut"?
- A. a musical scale
 - B. a measuring device
 - C. a frog
 - D. a stick

13. When was the Taming of the Shrew written?
- A. 1580-1581
 - B. 1590-1592
 - C. 1623-1624
 - D. 1600-1603
14. What is the name of Petruchio's father?
- A. Sly
 - B. Vincentio
 - C. Antonio
 - D. Baptista
15. What is the name of Lucentio's father?
- A. Vincentio
 - B. Antonio
 - C. Sly
 - D. Baptista
16. Where does Petruchio come from?
- A. Pisa
 - B. Mantua
 - C. Verona
 - D. Venice
17. Why does Petruchio order the horse to be turned around?
- A. he has a sudden stomach ache.
 - B. Katharina keeps contradicting him.
 - C. he is drunk.
 - D. Katharina asks him to.
18. What is the name of Baptista's youngest daughter?
- A. Beatrice
 - B. Katharina

- C. Portia
 - D. Bianca
19. Who does Hortensio end up marrying?
- A. no one
 - B. a widow
 - C. Katharina
 - D. Bianca
20. Why does Petruchio agree to marry Kate?
- A. He wants her father's money.
 - B. He likes her personally.
 - C. He is desperately lonely.
 - D. d, He is drunk.
21. What term is often used to refer to Gremio?
- A. pantaloone
 - B. wench
 - C. Lord
 - D. shrew
22. What does Petruchio convince Kate to say about the sun?
- A. That it is black.
 - B. That it is too dim.
 - C. That it is cold.
 - D. That it is the moon.
23. Whose wife was the first to answer the summons at the end of the play?
- A. Baptista's
 - B. Hortensio's
 - C. Petruchio's
 - D. Lucentio's

24. How does Petruchio set his wedding date?

- A. He asks Kate when she would like to be married.
- B. He falsely claimed that Kate had agreed to marry him on Sunday.
- C. He consulted Baptista.
- D. He consulted Bionello.

25. What is a shrew as defined by the play?

- A. A burrowing creature that often ruined Italian gardens.
- B. A chauvinistic and overbearing man.
- C. An ill-tempered and disobedient woman.
- D. An old man who tries to marry a young girl.

UNIT 26

Poetry — “Seven Ages of Man” by William Shakespeare

LEARNING OUTCOMES

By the end of this unit, learners will be able to:

- State the theme and subject matter of the poem “**Seven Ages of Man**”.
- Discuss some figures of speech found in the poem.
- Answer some sample questions on the poem.

CONTENT

SEVEN AGES OF MAN

All the world's a stage,
And all the men and women merely players,
They have their exits and entrances,
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
Then, the whining schoolboy with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden, and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice
In fair round belly, with good capon lin'd,
With eyes severe, and beard of formal cut,
Full of wise saws, and modern instances,
And so he plays his part. The sixth age shifts
Into the lean and slipper'd pantaloon,
With spectacles on nose, and pouch on side,
His youthful hose well sav'd, a world too wide,

For his shrunk shank, and his big manly voice,
Turning again towards childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

By William Shakespeare

The Theme and Subject Matter of this oem

The poem, "Seven Ages of Man" is a narrative poem. It reflects on human life and our role in it. In the poem, the poet divides human life into simple stages and explains how we progress or move from one stage to the other. In the opening line, the poet compares the world where we live to a stage in a theater and men and women players. Each player has his entrance and exit. He is saying that men and women enter the world on birth and exit from it on death. They come on this stage, play their different roles and bid good-bye.

The first stage is the birth of the child. In the second stage, the child is a school boy. In the third stage, the child has become a lover. In the fourth stage we see the child as a soldier; In the fifth stage a judge. At the sixth stage, he or she is now old. In the final stage, the child is now close to death.

Some poetic devices used in the poem

Alliteration:

- For his shrunk shrank.

Simile:

- Creeping like snail.
- Sighing like a furnace.
- Bearded like pard.

Metaphor:

- All the world's a stage.

Antithesis:

- Exits and entrance.

UNIT 26 : Poetry — “Seven Ages of Man” by William Shakespeare

Diction:

- Sans- without, lacking.
- Shrank- a large highly piece of clothe.
- Pantaloons- an old man or an old fool.
- Capon- a chicken which has been gelded and fattened for a table.
- Pard- a leopard or panther.
- Mewling- to cry like a baby, to whimper.

ACTIVITY

- Read the poem and identify two themes in it.
- Explain in your own words the last stage of man according to the poem.

ASSESSMENT: 26

- Who is the poet of the poem?
- What type of poem is “Seven Ages of Man”?
- Name the third stage of man.
‘a soldier, full of strange oaths, and bearded like the pard’
- Explain the above statement in your own words.

UNIT 27

Poetry — “Leisure” by William Davies

LEARNING OUTCOMES

By the end of this unit, learners will be able to:

- State the theme and subject matter of the poem, ‘Leisure’.
- Discuss some figures of speech found in the poem.
- Answer some sample questions on the poem.

CONTENT

LEISURE

WHAT is this life if, full of care,
We have no time to stand and stare?—

No time to stand beneath the boughs,
And stare as long as sheep and cows:

No time to see, when woods we pass,
Where squirrels hide their nuts in grass:

No time to see, in broad daylight,
Streams full of stars, like skies at night:

No time to turn at Beauty’s glance,
And watch her feet, how they can dance:

No time to wait till her mouth can
Enrich that smile her eyes began?

A poor life this, full of care,
We have no time to stand and stare.

W. H. Davies

The theme and subject matter of this poem

The poem, “Leisure” highlights the importance of leisure or pastime in one’s life, the importance of being close to nature. The speaker says people are so

busy that they have little or no time to look at the beauty of nature that is surrounds them. He says people’s worldly ambitions bring nothing to them but sadness and worries. The speaker therefore warns in the poem to take time out of our busy schedules for simple activities around us.

The poet compares people to other lesser animals like sheep and cows and says they are far better than us in the way they enjoy life. We cannot look at them grazing in the pastures.

The poem is written in seven couplets. Each stanza is made up of two lines. This is called a couplet. In total, there are fourteen lines that make up the poem, “Leisure.” It is therefore a sonnet. The rhyme scheme is aa,bb,cc,dd,ee,ff,aa.

Some poetic devices used in the poem

Rhetorical question:

- i. “What is this life if, full of care” / “we have no time to stand and stare?”

Simile

- i. “And stare as long as sheep or cows
- ii. “Streams full of stars, like stars at night”

Repetition

- i. “full of life” repeated twice.(the first and final lines of the poem)
- ii. “no time”

Alliteration

- i. “...when woods we pass”
- ii. “Stand and stare slows”

Personification

- i. “...beauty’s glance”/ “and watch her feet, how they can dance”

ACTIVITY

- i. What does the word ‘stare’ in the poem mean?

- ii. Read the poem and identify two themes in it.
- iii. Read the poem and identify three images in it.

ASSESSMENT: 27

“Leisure”

- 1. Who is the poet of the poem?
- 2. What type of poem is “Leisure”?
- 3. “ And stare as long as sheep or cows”
- 4. State the figure of speech found in the above expression.
- 5. State the rhyme scheme of the poem
- 6. What is that the poet wants to enjoy?

UNIT 28

Poetry— Young Africa's Resolve

LEARNING OUTCOMES

By the end of this unit, learners will be able to:

- State the theme and subject matter of the poem, 'Young Africa's Resolve'.
- Discuss some figures of speech found in the poem.
- Answer some sample questions on the poem.

YOUNG AFRICA'S RESOLVE

I'll talk no more
I'll listen to nobody's talk
I'll wait no more
I'll lead myself towards the goal
Though countless huddles cross my path
And danger lurks on every side,
I'll go forward and do and dare.
On library doors
I'll knock aloud and gain entrance;
Of the strength
Of nations past and present I will read,
I'll brush the dust from ancient scrolls
And, drinking deep of the Pyrrhean stream,
Will go forward and do and dare.
I will sail the sea
And learn the might of God and man

Behind my name
To tie a string of alphabets,
Melting bubbles, will not end all.
I'll come back home with strong arms bared,
I'll go forward and do and dare.

By Dennis C. Osadebay

ABOUT THE POET

Dennis Chukude Osadebay was born in Asaba Delta State, Nigeria to parents of mixed cultural background. He was a Nigerian politician, a poet, journalist and premier Governor of the now defunct Mid-Western Region of Nigeria which now comprises of Edo State and Delta State. He attended the Asaba Government Secondary School, Asaba, the Sacred Heart School in Calabar and Hope Waddell Training Institute. He died on the 26th December 1994 in Asaba, at the age of 83 years.

SUMMARY OF THE POEM

This poem, "Young Africa's Resolve" by Dennis Osadebay is very similar to one of the author's other poem; "Young Africa's Plea", published in 2015.

However, the poem "Young Africa's Resolve" conveys a message of decision making and determination by the poet to do things he thinks necessary for him to achieve his goals. He therefore starts by making his intentions clear that he will not talk to any one, neither listen to any one or even wait any more but will go ahead and take all the risks in order for him to achieve his goals.

In stanza two, he makes it clear that he is aware of the obstacles and potential difficulties along the way, but he is ready to face those challenges. He also states that he is aware that danger is obvious from every side but he is ready to face each and every challenge. The poet also expresses his desire to gain knowledge about the past by visiting libraries and reading about the present and past of great nations.

In stanza three, the poet expresses his desire to sail across the seas, and that he is fearless with a resolute mind-set and great intent to purposefully learn about the ways of both man and God.

At the end of the poem, the poet reassures his audience of his willpower to learn different languages during his journey and promises to come back and reveal to us his achievements from the journey. Thus, he is determined to embark on this journey irrespective of the challenges as he is confident of achieving his goals.

THE THEME

The theme of the poem, “Young Africa’s Resolve” is one of **determination, boldness and bravery** which helped him to achieve his goals despite the challenges.

THE STRUCTURE

The structure of the poem, “Young Africa’s Resolve” is blank verse of three sets of septet (7 lines stanza). It is free iambic verse (iambic pentameters) in which the lines are more flexible with irregular stresses on the syllables.

FIGURES OF SPEECH / LITERARY DEVICES

1. Repetition

The last line of each stanza; “***I’ll go forward and do and dare***” is repeated at the end of each septet, to show the poet’s determination to achieve his dreams.

The phrase “I’ll...” at the beginning of so many lines in the poem, indicates his willingness and readiness to go ahead. The phrase being a contraction makes the poem complete.

2. Symbolism

The poet also makes use of symbolism in various lines of the poem as those lines mean more than what they are saying. **For example;**

- “And drinking deep of the Pyrrhean stream”
- “And learn the might of God and man.”
- “To tie a string of alphabet.”

3. Hyperbole

He uses hyperbole to emphasise how serious he was “***to learn the might of God and man***” which was an impossible act to do.

4. Vocabulary

- Hurdles - barriers or difficulties.

- Lurks - to hide and move unnoticed or to sneak.
- Bared - to reveal.

5. Tone

The tone of the poem is readiness, willingness and determination.

ASSESSMENT: 28

1. What is the name of the poet who wrote “Young Africa’s Resolve”?
2. What was his nationality?
3. Apart from being a poet, what is/are his other profession(s)?
4. Where was he born?
5. When did the poet die and how old was he?
6. What is the theme of the poem?

“And learn the might of God and man”

7. What is the figure of speech in the above line?
8. Why does the speaker intend to knock on the door of the library?
9. Why is the poet keen to enter the library and read about nations’ past and present?

“To tie a string of alphabets”

10. What figure of speech is used in the above line?
11. What is the meaning of the line 18 in the poem.

UNIT 29

Poetry— The Village Parson

LEARNING OUTCOMES

By the end of this unit, learners will be able to:

- State the theme and subject matter of the poem, “The Village Parson”.
- Discuss some figures of speech in the poem.
- Answer some sample questions on the poem.

CONTENT

The Village Parson

Near yonder copse, where once the garden smiled,
And still where many a garden flower grows wild;
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.
A man he was to all the country dear,
And passing rich with forty pounds a year;
Remote from towns he ran his godly race,
Nor e'er has chang'd, nor wishes to change his place;
Unpractis'd he to fawn, or seek for power,
By doctrines fashion'd to the varying hour;
More skill'd to raise the wretched than to rise.
His house was known to all the vagrant train;
He chide their wand'rings, but reliev'd their pain;
The long-remember'd beggar was his guest,
Whose beard descending swept his aged breast;
The ruin'd spendthrift, now no longer proud,
Claim'd kindred there, and had his claims allow'd;
The broken soldier, kindly bade to stay,
Sat by his fire, and talk'd the night away,

Wept o'er his wounds, or, tales of sorrow done,
Shoulder'd his crutch, and show'd how fields were won.
Pleas'd with guest, the good man learn'd to glow,
And quite forget their vices in their woe;
Careless their merits or their faults to scan,
His pity gave ere charity began.
Thus to relieve the wretched was his pride,
And e'en his failings leaned to Virtue's side;
But in his duty prompt at every call,
He watched and wept, he prayed and felt for all;
And, as a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tried each art, reprov'd each dull delay,
Allured to brighter worlds, and led the way.
Beside the bed where parting life was laid,
And sorrow, guilt and pain by turns dismayed,
The reverend champion stood. At his control
Despair and anguish fled the struggling soul;
Comfort came down the trembling wretch to raise,
And his last faltering accents whispered praise.
At church, with meek and unaffected grace,
His looks adorn'd the venerable place;
Truth from his lips prevail'd with double sway,
And fools, who came to scoff, remain'd to pray.
The service pass'd, around the pious man,
With steady zeal, each honest rustic ran;
E'en children follow'd, with endearing wile,
And pluck'd his gown, to share the good man's smile
His ready smile a parent's warmth expresse'd,
Their welfare pleased him, and their cares distress'd;
To them, his heart, his love, his grief were giv'n,
But all his serious thoughts had rest in heaven.

As some tall cliff that lifts its awful form,
 Swells from the vale, and midway leaves the storm,
 Tho' round its breast the rolling clouds are spread,
 Eternal sunshine settles on its head.

OLIVER GOLDSMITH

About the Poet

Oliver Goldsmith (1728-1774), one of the most popular of English writers of the 18th century was born in 1728 in a small village in Ireland. His father was a poor but kind-hearted clergyman. Goldsmith attended Dublin University but left without finishing. Later, he studied medicine in Edinburgh but took to writing after his long travel in Europe. In 1770, he published his first poem "The Deserted Village" that made him a popular writer. He wrote many works in prose, several collection of essays, one novel "The Vicar of Wakefield" and two plays "The Good-Natured Man" and "She Stoops to conquer". On the whole, Oliver Goldsmith left a large volume of appreciable work. He died in 1774 when he was only forty-six.

The plot of the poem

Line 1-4. There is a place where unwanted bushes are growing thickly together. A few years back, a beautiful garden, along with the preacher's small house, existed there. Only a few torn shrubs are seen at present.

Line 5-8. The preacher was dearly loved by all the countrymen. His annual income was only forty pounds. This was not a large amount. Yet, his contentment made him feel happy as if he was quite rich. As a priest, he identified with the villagers. He never wanted to leave the poor villagers and settle down in the city.

Line 9-12. In towns, a man seeks power and money by cringing before the rich and the highly placed. Some people changed their policy to suit the changing times. The preacher followed certain other valuable principles.

Line 13-15. The preacher was not interested in promoting his economic status. He was keen only on improving the lot of the poor people around him. He helped the wanderer and the beggar. He treated the beggar as his honoured guest. The beggar had a long beard touching his chest.

Line 17-24. The others who came to his house were the bankrupt, spendthrift and the disabled soldier. The soldier stayed by the fireside and swishing his crutch like

a sword, narrated the several battles in which he participated. The preacher's eyes glowed with pleasure when he listened to their talk. He forgot their vices when they described their misery.

Line 25-28. He pitied them even before actually helping them. He was proud to help them. The preacher had some failings. But even his failings appeared as virtues. For example, his helping even undeserving people like the spendthrift was certainly a vice. But, viewed from another angle, it was a virtue.

Line 29-37. The preacher wept over the sufferings of the poor. He was like a mother bird tenderly feeding its young ones and training them to fly. He tried out all possible methods to raise their lot. Sometimes he was gentle and sometimes harsh towards the parishioners. His harshness was intended to correct the wrong-doers. He attracted them and induced them to lead pure lives. When a man was on his death-bed, racked by feeling of guilt and pain, the preacher stood by him and soothed him.

Line 38-40. The preacher raised the trembling man above despair. A little before dying, the trembler whispered words praising the preacher.

Line 41-44. The church where the preacher preached in a meek, graceful manner was a simple building. The truthful statements that he made were doubly effective. Some foolish people came to church to make fun of him. But they were challenged by him and stayed on to pray.

Line 45-48. After the service was over, the rustics gathered round him in order to chat with him in an informal manner. Children plucked his gown in order to elicit his warm smile.

Line 49-52. There was parental warmth in the preacher's smile. He was happy to hear about their welfare and sad to see their suffering. He gave his heart and love to his parishioners. But he concentrated all his thoughts on God.

Line 53-56. In this respect, he was like a tall cliff. The base of the cliff is on earth. Storms break round it. But the top of the cliff is unaffected by them. Similarly, the preacher's mind is unaffected by earthly problems. His mind always rested with God.

Theme of the poem

The most outstanding theme of this poem is the modest and content lifestyle of the preacher. In all the country, he was loving in his behavior to everyone. He was so content that even though there was a revolution and the society

was changing with almost everybody moving to cities with better amenities, the preacher of the village was determined not to change his position. He “Nor e’er had changed, nor wish to change his place.” He related with every type of person with humility, meekness and gentleness. He admitted the wounded soldier who bade to stay. The beggar became his guest and at church he showed meekness and unaffected grace to all.

The village preacher lived in peace and tranquility with all the people around him. His sermons were very persuasive and appealed to his congregation. The village preacher was loved by almost everybody in the village. He was loved even by the little children and attracted their parents and adults to cherish him and love him so dearly in return.

Structure of the poem

The poem is an elegy written in memory of a particular village preacher who lived a remarkable life worthy of praise and emulation by the village community.

The poem is a single stanza poem containing 56 lines written in iambic pentameter with words rhyming in couplets- aa,bb,cc.

ACTIVITY

- From your reading of the poem, what are things that make the Village Preacher loved by many people in the village?
- Write out the rhyme scheme of the poem.

ASSESSMENT: 29

1. Where was the house of the village preacher?
2. Who were the guests of the house?
3. What did the soldier do in the village Preacher’s mansion?
4. How did the village Preacher treat the dying man?
5. What was the method adopted by the village Preacher to disarm the foolish people?
6. What is the simile used towards the close of the poem?
7. How did the village Preacher react to the parishioners’ problems?

UNIT 30

Public Examination

LEARNING OUTCOMES

By the end of this unit, the pupils who are going to take the examinations will be able to:

- State what the Language Arts Paper is like.
- State the structure of the Language Arts Paper.
- State what is expected of the candidates taking this Language Arts paper.

CONTENT

For you to pass any examination, you must know the structure of the examination. That is, you must know the papers you are to take and the layout of each paper and what is expected of you the students taking the examination.

What is the Language Arts examination?

The Language Arts examination is designed to test the candidates' understanding of the use of English and some basic elements of Literature. So, there is the Language usage part and the literature part.

The language Arts examination has only one paper that is divided into two (2) sections.

Let's look at the Language Arts examination paper proper.

The Language Arts paper is divided into two sections; section A and section B.

Section A

It is important for you to know that all the questions in this section are objective questions. There are a total of 45 objective questions in this section.

What is an objective question?

An objective question is a question that is followed by answers often called options. You are expected to choose the correct answer and shade this answer on the answer sheet that will be provided. We shall be looking at how to answer objective questions in another unit.

Section A has the following test items:

- There is often one comprehension passage followed by 6-7 questions based on the passage.
- This is followed by various aspects of Language usage, which include the following:
 - Idiomatic expressions
 - Direct and indirect speech
 - Active and passive voice
 - Synonyms
 - Sentence interpretations
 - Subject- verb agreement
 - Question tags/ Tag questions

This makes up to 23 questions

There is also a set of objective questions on a drama text written by William Shakespeare. In these sets of objective questions, you will have what is referred to as context questions. There are often ten context questions. What are context questions? These are questions that are set on a passage extracted from the drama book. Have a look at an example of a context question:

“Why, there’s a wench! Come on, and kiss me, Kate.”
(Petruchio, Act 5 Scene 1)

Context questions

1. Who is the speaker of this passage?
 - A. Gramio
 - B. Petruchio
 - C. Hortensio
 - D. Katherina Minola

In all, there are 45 objective questions and you are expected to answer all by shading the correct answers on the answer sheet provided.

After you have completed section A, the answer sheets will be collected from you and you shall get ready to do section B.

Section B

This section is divided into 3 parts; part 1, part 2, and part 3

Part 1 is on Poetry. Remember you studied 4 poems for the examination. The questions in this part are short answer questions. What are short answer questions? These are questions that you answer by writing short answers – one or two sentences or even a single word. But it is NOT shading. You are to answer all the questions in this part.

Part 2 is Prose. In the syllabus, there are two prose books and every school is to select one book to study. It is your teacher and principal who would select this book.

Part 3 is Continuous Writing divided into two (2) parts; the first part is letter writing and the second part is composition writing.

Letter Writing

There will be two (2) questions set and you are expected to choose one (1) to answer. You will be tested on the writing of any of the three types of letters; the informal, semi-formal and the formal letter.

Composition Writing

There will also be two (2) questions on composition writing and you are to answer only one question. You will be tested on any of the range of composition writings; Narrative, Descriptive, Argumentative Composition, Creative story, and Article Writing.

Let's answer the following questions based on what we have been discussing:

1. How many papers do you have for Language Arts?
2. Into how many sections is the Language Arts paper divided?
3. What type of questions do you have in Section A of the paper?
4. What are objective questions?
5. What are context questions?
6. Into how many parts is Section B divided?
7. What type of questions do you find in Section B?
8. What do you have in:
 - Part 1
 - Part 2
 - Part 3

9. How many questions do you have to answer in part 3?

ACTIVITY

- Look for a past examination paper on Language Arts and study the various sections of the paper.

ASSESSMENT: 30

- Into how many parts is the Language Arts paper divided?
- What does paper 1 consist of?
- How many sections are there in paper 1?
- What does paper 2 consist of?
- How many sections do you have in paper 2?

ANSWERS TO ASSESSMENT QUESTIONS

ASSESSMENT: 1

English is important in Sierra Leone for the following reasons:

- It is the official language of the Country.
- It is the language for official commercial transactions.
- It is the official language used in the law courts.
- It is the language used for instruction in educational institutions.
- It is one of the core subjects to determine progression from one level to another.
- English is a global language because it is most commonly spoken in the world.
- It helps to get international jobs.
- It helps to meet people all over the world.
- It enhances study all over the world.
- It leads to access to multiple cultures.

ASSESSMENT: 2

1. Pupils find it difficult to understand what is being taught them even when they attempt to listen because of the following:
 - Lack of vocabulary.
 - Wrong pronunciation.
 - Speed of speech.
2. In order to improve your listening skills you must do the following:
 - Take notes of what the teacher or classmate or somebody else says
 - Listen for meaning- active listening.
 - Determine the main idea that is communicated.
 - Check whether you understood what was communicated.

ASSESSMENT: 3

Discuss some of the uses of the dictionary and the internet

1. The dictionary can be used for the following purposes:

- To look up the meaning of words.
- To check for the spelling of words.
- To find out the word type and its origin.
- To learn how to use words in sentences.

2. The Internet can be used for the following purposes:

- To search for information.
- To send information.
- To receive information.
- To collect information.
- To store information.
- To update information.
- To apply for a job.
- To apply for enrollment.

ASSESSMENT: 4

1. A set of answers to an objective question comprises the following: the outright wrong answer, the distractor, the correct answer.

2. In answering an objective question, you must try to do the following:

- Look out for the outright wrong answer.
- Look out for the distractor- i.e. the answer that appears to be correct but is there to distract the attention of the candidate.
- After you have eliminated these two, then you can settle for the correct answer.

ASSESSMENT: 5

1. What do you consider to be critical thinking?

Critical thinking is the ability to think clearly and rationally, understanding the logical connections between ideas. It is the ability to engage in reflective and independent thinking.

2. Why do you think critical thinking is important to you as a student?

Critical thinking is important to the student for the following reasons:

- It is a domain-general skill- i.e. it is restricted to one subject area.
- It improves presentation expertise and language.
- It encourages creativity.
- It helps to improve grades and achievements.
- It helps in proper emotional call.
- It helps to learn to work in a team.

ASSESSMENT: 6

1. The following strategies could be used in reading comprehension:

- Using prior knowledge
- Predicting
- Identifying
- Questioning
- Making inferences
- Visualising
- Skimming- getting an overall impression of the passage.
- Scanning- finding specific information from the passage to answer specific questions.

ASSESSMENT: 7

Rewrite the following sentences by putting in the appropriate punctuation marks.

- i. "Good morning, Mr. James", said Mrs. Boima.
- ii. Yes, thank you. I've had a lovely day.
- iii. What time is it?
- iv. Have you seen Mr. Bockarie?

ASSESSMENT: 8

- i. Donkeys
- ii. undoubtedly

- | | |
|-----------------|-----------------|
| iii. succeed | xi. relief |
| iv. size | xii. courageous |
| v. grammar | xiii. acquire |
| vi. noticeable | xiv. condemn, |
| vii. particular | xv. separate |
| viii. vigorous | xvi. ladies |
| ix. judgment | xvii. hopeful |
| x. achieve | |

ASSESSMENT: 9

Write down the word that is nearest in meaning to the word underlined.

| | | |
|----|------------------------|-----------|
| 1. | <u>Remote</u> | Distant |
| 2. | <u>Detest</u> | Hate |
| 3. | <u>Gracious</u> | courteous |
| 4. | <u>Predict</u> | Foretell |
| 5. | <u>Kin</u> | relative |

Write down the word that is opposite in meaning to the word underlined

| | | |
|----|---------------------------|----------|
| 1. | <u>compulsory</u> | optional |
| 2. | <u>guilty</u> | innocent |
| 3. | <u>despise</u> | admire |
| 4. | <u>spendthrift</u> | miser |
| 5. | <u>boring</u> | exciting |

ASSESSMENT: 10

Identify the verb tenses used in the following sentences:

- By the time he leaves this place, he will have been working for thirty years.
(Future Perfect Continuous)
- He will not be driving because he lost his license.(Future continuous tense)
- I shall leave after lunch.(Simple future tense)
- Joseph will be leaving for Port Loko this evening.(Future continuous tense)
- I was sewing a dress, when I pricked my finger.(Past continuous tense)

ASSESSMENT 11

6. Everyone (**has**) done his or her homework.
7. Each of the students (**is**) responsible for doing his or her work.
8. Either my father or my brothers (**are**) going to sell the car.
9. Neither my sisters nor my mother (**is**) going to sell the house.
10. The samples on the tray in the lab (**need**) testing.
11. Mary and John usually (**play**) together.
12. Both of the dogs (**have**) collars.
13. Neither the dogs nor the cat (**is**) very hungry.
14. Either the girls or the boy (**walks**) in the evening.
15. Either the boy or the girls (**walk**) in the evening.
16. At the end of the fall (**comes**) the hard tests.
17. The slaughter of animals for their fur (**has**) caused controversy.
18. The student, as well as his teacher, (**was**) going on the field trip.
19. The hard tests (**come**) at the end of the fall.
20. Both of my roommates (**have**) decided to live in the dorms.

ASSESSMENT: 12

1. Complete the following sentences with the appropriate prepositions.

- | | |
|------------|-----------|
| 1. From | 6. along |
| 2. into | 7. before |
| 3. by | 8. during |
| 4. towards | 9. to |
| 5. under. | 10. of |

ASSESSMENT: 13

Change each of these complex sentences into simple sentences.

- i. He is a greedy man.
- ii. We have returned safely.
- iii. I cannot help.
- iv. We do not know how to do this job.

Change each of these compound sentences into simple sentences.

- i. The rain failed.
- ii. The crops were destroyed.
- iii. He is old.
- iv. He is not so weak.
- v. The sun set.
- vi. Birds flew to their nests.
- vii. I like apples and grapes.
- viii. She saw the tiger.
- ix. She began to tremble out of fear.

ASSESSMENT: 17

Fill in the blank spaces with a verb in the correct tense. The first one has been done for you.

| Direct Speech | Indirect/Reported Speech |
|----------------------------------------------------------|---------------------------------------------------------------|
| "I am very tired, said Dad. | Dad said that he was very tired. |
| The teacher said, "Sam has not made any mistake. | The teacher said that Sam had not made any mistake. |
| "The Keke is coming," said Peter. | Peter said that the Keke was coming. |
| "I do not want to watch TV," said Mambu. | Mambu said that he did not want to watch TV. |
| "You can come to my house for dinner," Mammy told Isatu. | Mammy told Isatu that she could come to her house for dinner. |
| "I have cleaned up my room," said Mariama. | Mariama said that she had cleaned up her room. |

ASSESSMENT: 18

Write the correct question tags to the following:

- | | |
|-----------------|------------------|
| 1. didn't she.? | 7. do not they? |
| 2. do not they? | 8. had he? |
| 3. isn't it? | 9. don't you? |
| 4. would he? | 10. don't they? |
| 5. 8 you ? | 11. doesn't she? |
| 6. didn't he? | 12. does he? |

ASSESSMENT: 19

Now try the following exercise:

- | | |
|-------|-------|
| 1. C | 6. B. |
| 2. B | 7. B |
| 3. C. | 8. B. |
| 4. A | 9. B. |
| 5. B | 10. A |

ASSESSMENT: 20

- | | |
|-------|--------|
| 1. D. | 6. C. |
| 2. B. | 7. A. |
| 3. A. | 8. D. |
| 4. B. | 9. D. |
| 5. C. | 10. A. |

ASSESSMENT: 21

Prose is written freely using sentences, paragraphs and chapters. **Poetry** is using compressed language written in lines and sometimes divided into stanzas, sometimes with a regular rhyme scheme and sometimes not. **Drama** is written in the form of a conversation or dialogue between and among the characters. It could be divided into acts and scenes. It is meant to be acted on stage.

ASSESSMENT: 22

- | | |
|---------------------|------------------|
| 1. Stanzas | 12. alliteration |
| 2. An autobiography | 13. simile |
| 3. personification | 14. pun |
| 4. Sonnet | 15. irony |
| 5. Metaphor | 16. anthology |
| 6. simile | 17. stanza |
| 7. style | 18. tragedy |
| 8. theme | 19. metaphor |
| 9. fable | 20. simile |
| 10. rhyme scheme | 21. plays |
| 11. personification | 22. Synecdoche |

ASSESSMENT 23

Road to freedom

1. **Ans.:** Yema Lucilda Hunter.
2. **Ans.:** She is a Sierra Leonean.
3. **Ans.:** Rebecca Dixon.
4. **Ans.:** Jabez Dixon.
5. **Ans.:** He believes that talking on the way to the meeting house does not prepare one for entering the presence of God.
6. **Ans.:** it lasts for about three hours.
7. **Ans.:** The British.
8. **Ans.:** It was in the year 1784.
9. **Ans.:** That there should be no talking on the way back home from the meeting house.

10. **Ans.:** They were able to escape with their children from their slave master.
11. **Ans.:** Mrs. Catchpole, Mammy's employer.
12. **Ans.:** She offered it as a contribution for brother Thomas Peter's trip to London.
13. **Ans.:** Their devotion to the Christian religion.
14. **Ans.:** Three, and they were; - the Methodist, the Baptist and the Countess of Huntingdon's Connexion.
15. **Ans.:** to take the settlers back to Freetown where each and every one will be entitled to enough land to farm.
16. **Ans.:** Lieutenant miller.
17. **Ans.:** Free transportation by ship.
Provisions to be sold at cheap rate or on credit.
Provision of all necessary materials for cultivation.
That all the whites and blacks will be equal under the British law.
18. **Ans.:** 2, 1 and ½ tons respectively.
19. **Ans.:** Colonel Buck, one of the fortunate Negroes in Birchtown and Shelburne.
20. **Ans.:** Ship Lucretia.
21. **Ans.:** The ship, Felicity.
22. **Ans:** About 1,200 people.
23. **Ans.:** Port of Halifax.
24. **Ans.:** On the 15th of January.
25. **Ans.:** 10 people.
26. **Ans.:** - Mr. Rose, Mr. Petrie, Mrs. Wilkie and her little daughter Ann.
27. **Ans.:** 65 people in total.

28. **Ans.:** They died of flux and fever.
29. **Ans.:** The settlement was named Freetown.
30. **Ans.:** Under the gigantic tree called the Cotton Tree.
31. **Ans.:** They did not expect to be under the yolk of white people again.
32. **Ans.:** The Speaker General and his duty was to serve as the mouthpiece for the people.
33. **Ans.:** To make sure she's married before bearing children for any man.
34. **Ans.:** By oiling them always.
35. **Ans.:** Mangoes, bananas, cassava and sometimes fish.

ASSESSMENT: 24

1. **Ans.:** Alhaji Mohamed Abu Sesay
2. **Ans.:** A Sierra Leonean.
3. **Ans.:** It is a fiction.
4. **Ans.:** Mr. Alie Kanu.
5. **Ans.:** Yabome Kanu.
6. **Ans.:** Maramu.
7. **Ans.:** Bradford and Freetown.
8. **Ans.:** Amadu and Karimu.
9. **Ans.:** Maramu was three miles from Bradford and it was in the Ribi Chiefdom, Moyamba district.

10. **Ans.:** Lady of the South, because of the huge supply of agricultural produce to the city.
11. **Ans.:** Waterloo, Hastings, Allen Town, Cline Town, Dove Cut, Wellington and Water Street.
12. **Ans.:** Sales from animals and fish hunted by Mr Alie Kanu
13. **Ans.:**
- i. Mud House.
 - ii. Bed made of raised earth.
 - iii. Dry leaves or banana leaves used as mattress.
 - iv. Thatch roof.
14. **Ans:** they were mostly on the farm.
15. **Ans.:** to avoid any form of quarrel and always be ready to apologise when he wrongs someone.
16. **Ans.:** Pa Samba
17. **Ans.:** fornication, adultery, debt and fighting.
18. **Ans.:** the Jones family at Bradford. Mr and Mrs Henry Jones.
19. **Ans.:** Because every train had to pass and stop in Bradford.
20. **Ans.:**
- i. control the train traffic by being in constant touch with other station masters through telephone or cable.
 - ii. Sell tickets to travellers,
 - iii. issue receipts and labels to those going to booking for goods.
21. **Ans.:** he was a hunter
22. **Ans.:**
- pipe borne water as to stream or well water.
 - Painted cement wall as to mud wall.
 - No fetching of wood as to long distance of finding wood.

ANSWERS TO ASSESSMENT QUESTIONS

Ironing of clothes as to no ironing of clothes.

Sweeping every corner every day as to sweeping occasionally.

23. **Ans.:** She always goes with her to meetings, to the market, they cook and eat together even in school and to whatever function she attends.
24. **Ans.:** Three parts and they are; Benguema, Loko Town and Mayemisoko.
25. **Ans.:** for their artificial display of lack magic.
26. **Ans.:** An academically dull boy in the school that has spent up to three years in class seven.
27. **Ans.:** She attended there herself
28. **Ans.:** She had heard that Mr Jones will be transferred to Freetown by the end of that year.
29. **Ans.:** ginger beer, biscuits, rice-pap and sandwiches.
30. **Ans.:** to instill informal education in to the initiates.
31. **Ans.:** how to cook, how to launder, how to clean the house, how to greet elders, how to sit like a woman, and how to greet and answer ones husband.
32. **Ans.:** Rukor, and because she was the first to be initiated and therefore head of the others.
33. **Ans.:** the Jones family was born at Campbell Street and Mrs. Jones at Liecester.
34. **Ans.:** A sewing machine and it was bought at the Kingsway store.
35. **Ans.:** At one prize giving ceremony where so much praise was heaped on Sento and to show that he gave him Le 20.00 that day.
36. **Ans.:** He was six feet two inches tall.

37. **Ans.:** She was not sure of seeing her daughter again some other day.
38. **Ans.:** Hunting.
39. **Ans.:** The Cathedral Prima School, Central Freetown.
40. **Ans.:** -bags of rice, sugar, onions, fresh potatoes and salt.
41. **Ans.:** a week after her A' Level graduation party.
42. **Ans.:** No
43. **Ans.:** by bribing the Jones family with lots of money and using them to feed Sento with the "lasmamy."
44. **Ans.:** When Sento sent a note to Alhaji for him to buy her a pair of shoes at the National Trading Cmpany.
45. **Ans.:** -Mr and Mrs Jones, Pa Abdul Rahman Cole, Sheik Ibrahim Conteh and Amadu Kanu.
46. **Ans.:** Le 100.00.
47. **Ans:** Le 500.00, 100 cola nuts, a roll of white satin, needle and thread.
48. **Ans.:** Musu Marra.
49. **Ans.:** Request For Assistance.
50. **Ans.:** Masimra, Port Loko District.
51. **Ans.:** The Hamdala Mosque at Naimbana Street.
52. **Ans.:** -Pa Alie Kanu , The Mayor of FCC, The chief imam of Themne Central Mosque, Speaker of Parliament, commissioner of Police and The Chief Imam of Muray Town Mosque and so on.

ANSWERS TO ASSESSMENT QUESTIONS

53. **Ans.:** At the YMCA Hall, Brookfield.
54. **Ans.:** At the Paramount Hotel.
55. **Ans.:** Borbor.
56. **Ans.:** Because he cannot identify the toilet as he had never seen it or used it.
57. **Ans.:** Alhaji Kassim.
58. **Ans.:** Amie Turay, Sento's mate.
59. **Ans.:** To her best friend and school mate, Musu Marrah, at Tengbeh Fakai.
60. **Ans.:** No.

ASSESSMENT 25

- | | |
|-------|-------|
| 1. B | 14. B |
| 2. A | 15. A |
| 3. A | 16. C |
| 4. A | 17. B |
| 5. A | 18. D |
| 6. A | 19. B |
| 7. D | 20. A |
| 8. C | 21. A |
| 9. D | 22. D |
| 10. A | 23. C |
| 11. B | 24. B |
| 12. A | 25. C |
| 13. B | |

ASSESSMENT: 26

1. William Shakespeare.
2. It is a narrative poem.
3. The third stage is a lover, adolescence.
4. The child is compared to a soldier, who has a high sense of commitment and patriotism to attain his goals and brave enough to venture difficult challenges like a leopard.

ASSESSMENT: 27

"Leisure"

1. **Ans.:** William Henry Davies.
2. **Ans.:** It is a sonnet poem.
3. **Ans.:** Simile.
4. **Ans.:** Couplet rhyme scheme.
5. **Ans.:** He wants to enjoy the beauty of nature.

ASSESSMENT: 28

1. **Ans.:** Dennis C. Osadebay.
2. **Ans.:** A Nigerian.
3. **Ans.:** a politician, a journalist and customs officer.
4. **Ans.:** Asaba, Delta State.
5. **Ans.:** he died on the 26th December, 1994, at age 83.
6. **Ans.:** It is a theme of determination, boldness and bravery.
7. **Ans.:** Hyperbole.
8. **Ans.:** to read the history of nations about their past and present and learn about their strength and weakness.
9. **Ans.:** to gain knowledge about the past and present of nations.
10. **Ans.:** symbolism.
11. **Ans.:** to learn new languages.

ASSESSMENT: 29

1. **Ans.:** Once there was a beautiful garden in the village. Now it has become a forest with wild flowers. The village Preacher stood where there were Jew thorn shrubs.
2. **Ans.:** A beggar, who was one a rich spendrift and disabled soldier, who won many battles, were his guests.
3. **Ans.:** The soldier sat by the fire, wept over his wounds and told the tales of his sorrow. Sometimes he acted before the Preacher to show how the battle was won by them.
4. **Ans.:** When a man was on his death-bed, racked by feeling of guilt and pain, the village Preacher stood by him and comforted him.
5. **Ans.:** Some people came to church to make fun of the village Preacher, but they were influenced by him and were converted by his words of faith.
6. **Ans.:** The top of a cliff is unaffected by the storms that may rage round it. Similarly, the Preacher's mind is unaffected by earthly problems.
7. **Ans.:** The village Preacher rejoiced at his parishioners' welfare and grieved at their distress. He shared their joys and sorrows.

ASSESSMENT: 30

1. **Ans.:** Two papers..
2. **Ans.:** Comprehension, grammar, and Shakespearean text.
3. **Ans.:** 1 section.
4. **Ans.:** Part 1 Poetry, Part 2 Prose, Part 3 Letter writing and Composition.
5. **Ans.:** 1 Section.