



**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Pupils' Handbook for
Senior Secondary
*English
Language
Revision*

Part
II

STRICTLY NOT FOR SALE

Foreword

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

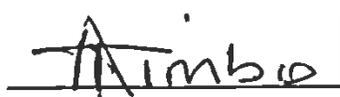
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

**The policy of the Ministry of Basic and Senior Secondary Education, Sierra Leone, on textbooks stipulates that every printed book should have a lifespan of three years.
To achieve thus, DO NOT WRITE IN THE BOOKS.**

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Introduction

to the Pupils' Handbook

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

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



Learning Outcomes

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

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

Listening and speaking

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

Writing

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

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

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

Reading comprehension

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

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All
Lesson Number: PHL4-L049	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use words correctly in an examination.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Make sure that you understand the instructions at the beginning of each section before you try to answer any of the questions.

Remember that the examination is time-bound – you only have one hour to answer 80 multiple-choice questions, so do not spend too much time on a question.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

The following examples show you how to answer questions from Sections 1 to 4 of the examination.

- **Section 1**

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

Paul seldom argues about football, but his brother Peter _____ argues about it.

- a. hardly
- b. sometimes
- c. often (correct answer)
- d. never

- **Section 2**

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

The witness was _____ under oath in court.

- a. investigated
- b. interviewed
- c. cross-fired
- d. cross-examined (correct answer)

• **Section 3**

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

The lady was on tenterhooks until the laboratory results were out. This means that the lady was _____.

- a. unhappy about the laboratory
- b. suspended from entering the laboratory
- c. anxiously waiting for the laboratory results (correct answer)
- d. detained by the technician

• **Section 4**

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

The thief was incarcerated.

- a. arrested
- b. pardoned
- c. imprisoned (correct answer)
- d. cautioned

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

1. Paul seldom argues about football, but his brother Peter _____ argues about it.
 - a. hardly
 - b. sometimes
 - c. often
 - d. never
2. Many Sierra Leoneans now live in abject poverty instead of enjoying the _____ that many other countries have.
 - a. comfort

- b. greatness
 - c. possessions
 - d. affluence
3. We can distinguish between the cultured and the _____ based on their conduct in society.
- a. barbaric
 - b. untidy
 - c. clean
 - d. lazy
4. The woman is _____ in her expenditure while her husband is prudent.
- a. miserly
 - b. careful
 - c. thorough
 - d. extravagant
5. Jack may be outspoken in public, but he is _____ at home.
- a. reserved
 - b. happy
 - c. boisterous
 - d. still
6. Despite the fact that Sorie has been declared the prime suspect in the matter, he might turn out to be _____.
- a. culpable
 - b. innocent
 - c. safe
 - d. ignorant
7. Select your words carefully because they could offend the listener instead of _____.
- a. anger
 - b. flatter
 - c. inspire
 - d. irritate
8. The lady expected her boss to be _____, rather than indifferent to, her welfare.
- a. different from
 - b. interested in
 - c. opposed to
 - d. careful of
9. I would rather be reserved than be _____.
- a. public
 - b. exposed
 - c. extroverted
 - d. familiar
10. Mr Bangura was criticised by his rivals but his supporters _____ his good deeds.
- a. praised
 - b. contradicted

- c. opposed
- d. argued

Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

1. The witness was _____ under oath in court.
 - a. investigated
 - b. interviewed
 - c. cross-fired
 - d. cross-examined
2. The staff _____ the meeting with the new manager.
 - a. refused
 - b. neglected
 - c. boycotted
 - d. rejected
3. The clerk was _____ from his job because of negligence.
 - a. evicted
 - b. dismissed
 - c. rejected
 - d. eliminated
4. The team won by _____ because their opponents refused to compete with them.
 - a. defeat
 - b. default
 - c. defiance
 - d. defence
5. Some pupils have developed the _____ of cheating in examinations.
 - a. instinct
 - b. addiction
 - c. knack
 - d. habit
6. Every civil servant must swear to _____ of commitment.
 - a. an oath
 - b. a vow
 - c. a pledge
 - d. an act
7. My father has a large _____ of cattle in the village.
 - a. herd
 - b. flock
 - c. multitude
 - d. swine
8. Our team did not win the match because the referee _____ the match unfairly.
 - a. officiated
 - b. controlled

- c. directed
 - d. conducted
9. He was stripped of his medal because test results revealed that he had taken performance enhancing _____.
- a. tablets
 - b. drugs
 - c. vitamins
 - d. capsules
10. What are the _____ of this soup?
- a. condiments
 - b. ingredients
 - c. resources
 - d. vegetables

Section 3

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

1. The lady was on tenterhooks until the laboratory results were out. This means that the lady was _____.
- a. unhappy about the laboratory
 - b. suspended from entering the laboratory
 - c. anxiously waiting for the laboratory results
 - d. detained by the technician
2. The taxi driver blazed the trail by returning the money to its rightful owner. This means that driver _____.
- a. resigned from driving
 - b. stole the money
 - c. caught the thieves
 - d. set an example
3. Mother always tells me that life is all about 'give and take'. This means that _____.
- a. people should be willing to compromise
 - b. life gives and takes
 - c. life is about gifts
 - d. any gifts should be accepted
4. The motivational speaker assured the people that their trials would pass. This means that _____.
- a. the problem will automatically drop off
 - b. the problem will subside
 - c. the problem would spread to other sectors
 - d. the problem would worsen
5. It is unwise for stakeholders to make off-hand statements to journalists. This means that stakeholders _____.
- a. should be careful of whatever they say

- b. should insist on their interviews being recorded
 - c. should wish not to speak to journalists
 - d. should not make any statements to journalists
6. Thomas' life was in danger but has now turned a corner. This means that Thomas _____.
- a. has given up hope of recovery
 - b. has worsened his situation
 - c. is recovering
 - d. has died
7. The pupil was given a standing ovation for her outstanding performance in the examination. This means that _____.
- a. everyone stood up to clap for her
 - b. everyone stood to catch a glimpse of her
 - c. everyone congratulated her
 - d. she was asked to stand up
8. The pupils made such noise in the class that the teacher read them the Riot Act. This means that the teacher _____.
- a. punished all the pupils
 - b. instigated the pupils to riot
 - c. warned the pupils to stop the noise or get punished
 - d. read the school's rules and regulations to the pupils
9. The carpenter raves about the comfort of his house. This means that the carpenter _____.
- a. has the most comfortable house
 - b. owns the least house on comfort street
 - c. has a house that is not comfortable
 - d. speaks enthusiastically about the comfort of his house
10. I asked Mr Turay to hold forth when I went on leave. This means that I asked him to _____.
- a. defend me
 - b. act in my absence
 - c. protect my position
 - d. be strong in my absence

Section 4

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

1. The thief was incarcerated.
 - a. arrested
 - b. pardoned
 - c. imprisoned
 - d. cautioned
2. The secretary proved to be a competent typist.

- a. patient
 - b. capable
 - c. hardworking
 - d. careless
3. The principal delivered a speech at the inception of the academic year.
- a. end
 - b. beginning
 - c. dissolution
 - d. peak
4. The electoral commission anticipated the unrest.
- a. prevented
 - b. caused
 - c. foresaw
 - d. pre-empted
5. The case was ruled in favour of the plaintiff.
- a. solicitor
 - b. accused
 - c. complainant
 - d. respondent
6. The matter was presided over by an incorruptible judge.
- a. frank
 - b. unreliable
 - c. incorrigible
 - d. honest
7. The village school master is a stern teacher.
- a. wicked
 - b. loving
 - c. conservative
 - d. strict
8. Saidu is an audacious boy who always goes for what he wants.
- a. daring
 - b. clever
 - c. cowardly
 - d. mischievous
9. The girl was punished because she made some derogatory remarks in class.
- a. arrogant
 - b. belittling
 - c. laudable
 - d. discreet
10. The boy was famished after the football match.
- a. tired
 - b. worried
 - c. lazy
 - d. hungry

Section 5

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

1. Fatu was lucky to _____ with such a serious offence.
 - a. get over
 - b. get on
 - c. get away
 - d. get off
2. The speaker of the house could not attend the sitting, so he asked his deputy to stand _____ for him.
 - a. up
 - b. by
 - c. in
 - d. on
3. You should be rounding _____ your work now because it is almost time.
 - a. up
 - b. off
 - c. of
 - d. in
4. Nancy's baby girl has been delivered _____ the doctor.
 - a. by
 - b. with
 - c. from
 - d. on
5. She is Mr Sandy's daughter, _____?
 - a. isn't she
 - b. is she
 - c. isn't it
 - d. won't you
6. You will help me with my assignment, _____?
 - a. can you
 - b. could you
 - c. would you
 - d. won't you
7. The director summoned all the _____ on the matter.
 - a. heads of departments
 - b. head of departments
 - c. heads of department
 - d. head of department
8. Father advised me to always mind my own business and not _____.
 - a. somebody's else
 - b. somebody else's

- c. somebody's else's
 - d. somebody else
9. Yesterday, grandpa _____ on the beach for half an hour.
- a. lain
 - b. lay
 - c. lie
 - d. lied
10. You have to accept the fact that no one is _____ the laws of the land.
- a. over
 - b. under
 - c. above
 - d. after
11. _____ a new pupil, he is not aware of the conduct of lecturers.
- a. being
 - b. having being
 - c. been
 - d. having been
12. _____ she waited, Jane picked up a magazine to read.
- a. when
 - b. where
 - c. while
 - d. why
13. Many preachers do not _____ their religious professions.
- a. live by
 - b. live
 - c. live with
 - d. live on
14. The pupils will have _____ to blame for not submitting their assignments.
- a. themselves
 - b. himself
 - c. herself
 - d. itself
15. I expect everybody in the class to respect _____.
- a. each other
 - b. one another
 - c. himself
 - d. themselves
16. My car is _____ yours.
- a. superior
 - b. more superior
 - c. more superior to
 - d. superior to
17. George has bought a _____.
- a. brand new white sports car

- b. white brand new white sports car
 - c. new brand sports car white
 - d. sports car white new brand
18. To come out with flying colours in the examination _____ celebration.
- a. is called for
 - b. calls for
 - c. has been called for
 - d. call for
19. The manager admonished the staff to keep _____ the objectives of the company.
- a. away
 - b. off
 - c. to
 - d. on
20. Please instruct the secretary to run _____ some copies of the last minutes.
- a. off
 - b. out
 - c. on
 - d. over
21. Take your share and give them _____.
- a. theres
 - b. dears
 - c. their's
 - d. theirs
22. Reliable media is open _____ criticism.
- a. for
 - b. to
 - c. on
 - d. about
23. The jury will have to give _____ verdict after the prosecutor's closing presentation.
- a. it's
 - b. its
 - c. his
 - d. her
24. Alex divided the sweets between Francis and _____.
- a. me
 - b. I
 - c. mine
 - d. my
25. She stabbed her friend _____ the back.
- a. on
 - b. in
 - c. at
 - d. with

26. Had it not been for the timely intervention of the police, the robbers _____ the man and his family.
- will have kill
 - would have killed
 - shall have been killing
 - will be killed
27. If your father _____ alive, he would have stood by you.
- was
 - are
 - were
 - where
28. Raj and Ruth have finally broken _____ after five years of courtship.
- away
 - out
 - up
 - in
29. Of the three, I like Aminata _____.
- more
 - better
 - best
 - good
30. The programme was chaired by a _____.
- black American, tall, beautiful, lady
 - beautiful, black American tall, lady
 - tall, beautiful, black American lady
 - beautiful, tall, black American lady

Section 6

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, **four** options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

The whole world has become a small place. Any 31. _____ can be exchanged by people in few seconds in a proper and effective way without any loss of 32. _____ while it is being 33. _____. On the one hand, all these different ways of 34. _____ and information 35. _____ have highlighted the necessity for 36. _____ development and 37. _____ of information technology and on the other, the easy 38. _____ and use of it has 39. _____ 40. _____ of information exchange.

- | | a | b | c | d |
|-----|----------|----------|----------|-------------|
| 31. | message | news | call | information |
| 32. | file | data | folder | package |

33.	processed	collected	received	arranged
34.	media	social media	communication	television
35.	exchange	delivery	service	presentation
36.	purposeful	multipurpose	social	community
37.	decline	increase	growth	height
38.	relaxation	reach	touch	access
39.	restored	boosted	formatted	triggered
40.	networks	chains	demand	spread

Lesson Title: Mock Examination: Paper 2A – Essay Writing	Theme: All
Lesson Number: PHL4-L051	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Write an essay with appropriate content, organisation, expression and mechanical accuracy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the three essay prompts from the examination and write a 450-word essay.

- **Question 1:** Your sister, who has been living abroad for many years, wants to return to Freetown and settle down. Write a letter to her dissuading her from coming back just yet.
- **Question 2:** You have failed the WASSCE twice and your father, who is working abroad, is angry with you. Write a letter to him, giving at least three reasons why this has been happening.
- **Question 3:** Your family has just moved to a new neighbourhood which you dislike. Write a letter to your cousin in another town describing the new area and stating at least three reasons why you dislike the new neighbourhood.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content: 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation: 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression: 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness: 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All
Lesson Number: PHL4-L052	Class: SSS 4



Learning Outcomes

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

1. Discuss the correct answers to a WASSCE English Language examination.
2. Self-correct mistakes on an examination.
3. Use self-check questions to assess your own writing.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour.
- It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

Paper 2, Section A (Essay Writing):

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the two essay prompts from the examination and write a 450-word essay.

- **Question 1:** Write a story to illustrate the saying: ‘Too many cooks spoil the broth’.
- **Question 2:** Write a story ending with the words: ‘... and I learnt my lesson too late’.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content: 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation: 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression: 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness: 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension	Theme: All
Lesson Number: PHL4-L053	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Demonstrate ability to find appropriate equivalents of selected words and phrases.
3. Understand factual content.
4. Make inferences from the content of a passage.
5. Understand the use of English expressions that reveal things like feelings and emotions.
6. Identify and explain basic literary terms and expressions.
7. Identify the grammatical name and function of a given word.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section B – Comprehension:

- Paper 2B is 30 minutes. You will answer at least four questions on a passage.
- This section tests your ability to really understand what you are reading. You will be asked to do the following:
 - Replace words or phrases in a text.
 - Answer literal and inferential questions.
 - Identify grammatical structures and their function in a given context and rewrite phrases and sentences into grammatically correct alternatives.
 - Identify and explain literary terms.

Here is an example of an excerpt from a text similar to WASSCE with example comprehension questions and answers:

But it is not only as an adornment that the diamond is used. As industry's demand for hard materials increases, so does the need for an even harder substance to cut those materials. Here diamonds that, for one reason or another, are unsuitable as gemstones come into their own. Set in tubular 'crowns', they are used extensively in drilling processes such as oil boring. As such, the diamond is **an indispensable servant of industry**.

1. What figure of speech is contained in the following expression as it is used in the passage: '... an indispensable servant of industry'?
Answer: It is a metaphor. It makes a comparison by saying that a diamond 'is' a servant of industry.
2. For each of the following words, give another word which means the same and which can replace it as it is used in the passage.

- a. demand
- b. unsuitable

Example synonyms:

- a. strong need or desire
- b. unfit

Practice

Activity 1

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

I can vividly remember my predicament in my first year as a new teacher. On the first day of class, I told my pupils that they were mature enough to comport themselves in an exemplary manner without burdening them with stringent rules. I wanted them to like me, so I allowed them a lot of freedom. Unfortunately, I lost control of the class, and the pupils exploited the situation to disrespect me. Some would leave their seats without permission, freely throw objects like pens, rulers or crumpled pieces of paper to mates or talk with others during lessons.

Over the long vacation, I busied myself reading books on discipline and consulting seasoned colleagues for help. When we resumed school for the next session, I had formulated strategies on maintaining discipline. There were laid-down rules such as, 'Pupils are to be courteous and silent when the teacher is speaking to the class', 'Pupils are to ask for the teacher's permission to leave their seats for anything' and 'Pupils are not to leave the class during lessons'.

After giving the class the rules that I knew were essential for class control, I made sure the pupils followed them to the letter. I virtually enforced discipline myself instead of sending pupils to the principal's office for disciplinary action as I had done the previous year. After about a month, I realised that my efforts were yielding results.

Then, two months before the Christmas holidays, I began to relax some of the rules. One of them read as follows: 'Whenever any pupil wants to leave the class for any reason, he or she should come up for permission, provided he or she does this without disturbing other pupils'. About one week later, I told the pupils that because they were not disruptive they could whisper to one another and open or shut windows quietly without my permission.

Indeed, before the second-term holidays, we had a classroom where pupils would go on recess as they finished their class assignments and where small group discussions on project work took place. Where a pupil in one group talked too loudly and disturbed others, he was cautioned by the group, not by me. Teaching then became a pleasure and I felt my pupils had matured greatly by conducting themselves in a more acceptable way.

Comprehension questions

1. Why did the writer not give his pupils rules initially?
2. What was the outcome of the writer's desire for the pupils to like him?
3. How did the pupils react to the writer's loss of class control?
4. What did the writer do to change the unfortunate development in the class?
5. What helped the writer to formulate measures to maintain discipline in class?
6. '... before the second-term holidays...'
 - a. What grammatical name is given to the expression as it is used in the passage?
 - b. What is its function?
7. '... I made sure that the pupils followed them to the letter'.
What does the writer mean by this statement as it is used in the passage?
8. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
 - a. stringent
 - b. strategies
 - c. courteous
 - d. essential

Activity 2

Answer the following additional questions about the text.

1. What lesson did the writer learn about discipline?
2. '... consulting seasoned colleagues for help'.
What does the writer mean by this statement as it is used in the passage?
3. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
 - a. yielding
 - b. cautioned
 - c. virtually
 - d. formulated

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All
Lesson Number: PHL4-L054	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Extract relevant information from a text.
3. Summarise a text or specific aspects of a text in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section C – Summary:

- Paper 2C is 40 minutes. You will read and summarise a passage.
- This section tests your ability to extract the most important information from a text and put it into your own words.

Here is an example of an excerpt from a text similar to WASSCE and an example summary question on it:

But it is not only as an adornment that the diamond is used. As industry's demand for hard materials increases, so does the need for an even harder substance to cut those materials. Here diamonds that, for one reason or another, are unsuitable as gemstones come into their own. Set in tubular 'crowns', they are used extensively in drilling processes such as oil boring. As such, the diamond is an indispensable servant of industry.

1. In two sentences, one for each, summarise two ways in which man uses diamonds.
Example answer:
 - a. Man uses diamonds as an adornment.
 - b. Diamonds are used in drilling processes such as oil boring.

Practice

Activity 1

Read the text carefully and answer the summary questions on it.

Scientists have made spectacular advances in genetic engineering in the last 50 years. The benefit of this genetic revolution to mankind is immense and almost limitless. In the field of medicine, many of the diseases that have hitherto proved incurable can now be eradicated using genetic engineering. It is now possible to identify the specific gene responsible for any given disease and to replace the diseased gene with a healthy one. The technology can now be used to cure such serious diseases as diabetes, sickle cell anaemia and cancer. Geneticists (specialists in genetic science) claim that there are

several other medical benefits that can be derived from this new science. They assert that by increasing the neurons in the brain, we could slow down the ageing process.

Scientists are now on the threshold of being able to redesign the human body to make it function more efficiently. This interesting aspect of preventive medicine involves the intervention of the doctor to ensure that the foetus contains no diseased gene that can develop into a disease later on. Moreover, scientists can now build or develop organs for transplant surgery. Patients who need heart or kidney transplants no longer have to wait endlessly for donors or be worried that the donated organs will be rejected by their body's immune system.

Perhaps the greatest benefits of the genetic revolution are in the areas of crop and livestock production. Cloning, or the creation of a new plant or animal from the genetic information carried in one cell, has already been done with plants and animals. The result is the production of grains that yield their own fertiliser or can be grown in factories without sunshine and soil. Already in the United States of America, genetically modified (GM) potatoes, tomatoes and apples, for example, are on sale in supermarkets. The main difference between the GM products and their conventionally produced counterparts is that the former are usually bigger and have a longer shelf life than the latter. Consequently, most shoppers would rather go for the GM product, all other things being equal. GM meat is usually a good bargain. Imagine being offered a chicken the size of a turkey or a sheep almost as big as a cow! If the price and the taste are comparable, then a shopper would naturally prefer the GM breed.

There are, however, serious potential dangers. The greatest risk is the escape, by accident or by design, of harmful microbes from the laboratory into a world that has no defence against them. Some scientists have speculated that the HIV virus may have originated from such an accidental escape. The world has not forgotten the case of Adolf Hitler who, in furtherance of his mission to create a 'super race', abused scientific knowledge and plunged the world into World War II. For this reason, many governments have been cautious or even reluctant to give geneticists the necessary approval to implement the results of their research. There is no guarantee that man can be trusted not to use this newfound 'power' for destructive ends.

Summary Questions

1. In four sentences, one for each, summarise four benefits of genetic engineering.
2. In two sentences, one for each, state two dangers inherent in genetic engineering.

Activity 2

Answer the following additional question about the text.

1. In three sentences, one for each, summarise three advances in genetic engineering in the past 50 years.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)	Theme: All
Lesson Number: PHL4-L055	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify consonant sounds of the English alphabet in the initial, medial or final position of a word.
3. Recognise and identify consonant cluster sounds in the initial, medial or final position of a word.
4. Recognise and identify vowel sounds of the English alphabet in the initial, medial or final position of a word.
5. Recognise and identify rhyme patterns in words, phrases and sentences.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 1 to 5 of the examination.

- **Sections 1-3** ask you to identify the word you hear.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that is the same as the word you heard.
- **Section 4** asks you to identify the sentence you hear.
 - A sentence will be read aloud, and you must choose the sentence from the multiple-choice options given that is the same as the sentence you heard.
- **Section 5** asks you to identify rhyming words.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that rhymes with the word you heard.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 1

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

a	b	c
1. been	Bin	barn
2. face	Farce	fare
3. moist	Mist	must
4. girl	Gull	gale
5. chain	Chin	churn
6. fax	Fix	fox
7. cat	Cut	cute
8. bladder	Bleeder	blunder
9. thatch	Torch	teach
10. put	Port	pat

Section 2

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

a	b	c
1. capture	caption	captain
2. refuse	refute	reform
3. haste	fates	paste
4. sly	ply	fly
5. brave	braid	brail
6. feet	seat	beat
7. bone	phone	tone
8. plant	plank	plan
9. thought	sought	fought
10. forge	fog	fork

Section 3

In this section, there are four words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-d).

a	b	c	d
1. blank	blink	bring	brink
2. ask	asks	axe	arc
3. flew	blue	brew	true
4. mix	mist	fix	fist
5. strive	strike	stove	starve
6. extol	exalt	extend	extent
7. meddle	mettle	fiddle	kettle

Section 4

In this section, there are three sentences in each group. One sentence will be read to you. Listen carefully and select the option (a-c) that corresponds to the sentence you hear.

1. a. Cut the crap.

- b. Cut the crop.
 - c. Cut the top.
2. a. I didn't say 'go'.
b. I didn't say 'mow'.
c. I didn't say 'sew'.
 3. a. That's a tie.
b. That's a sty.
c. That's a pie.
 4. a. He said it was packed.
b. He said it was stacked.
c. He said it was marked.
 5. a. Please take the other.
b. Please take the order.
c. Please take the fodder.
 6. a. I heard the word 'goats'.
b. I heard the word 'coats'.
c. I heard the word 'coast'.
 7. a. Mary spelt the word 'falls'.
b. Mary spelt the word 'faults'.
c. Mary spelt the word 'pulse'.

Section 5

In this section, the word you will hear does not appear on the word list; it only rhymes with one of the words on the list. Select the word (a-d) that rhymes with the word you hear.

	a	b	c	d
1.	sees	rinse	sings	cleanse
2.	forget	missed	market	forges
3.	passive	liver	believe	master
4.	though	caught	bright	couch
5.	glue	glow	threw	blue
6.	fuse	loose	mouse	ooze
7.	vision	luncheon	expansion	occasion
8.	default	dissolve	extort	exult

Activity 2

From the words lettered **a** to **d**, choose the word that has the same vowel sound as the example word.

	a	b	c	d
1. meat	rim	need	rope	soap
2. adjust	aghast	gist	adjourn	cup

3.	recall	calendar	football	reclaim	physical
4.	drop	not	droop	trip	rack
5.	meant	meal	file	wed	pint
6.	type	ripe	typical	pity	pest
7.	clear	crept	wear	fear	car
8.	clip	flap	close	cool	fish
9.	strap	trick	flag	string	rage
10.	slept	bread	zeal	slung	proud
11.	book	buck	burn	put	boat
12.	poor	post	hail	shield	moor
13.	make	fail	mark	mend	fist
14.	road	weed	show	roost	rod
15.	bless	must	pet	beast	wide

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)	Theme: All
Lesson Number: PHL4-L056	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify word stress, sentence stress and emphatic stress.
3. Recognise and identify rising and falling patterns of intonation.
4. Extract relevant information from a listening passage.
5. Summarise a listening passage or specific aspects of a listening passage in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English Paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 6 to 8 of the examination.

- **Section 6** focuses on stress.
 - You will hear a statement and determine which question from the multiple-choice options given the statement is answering.
- **Section 7** focuses on intonation.
 - You will hear a series of short conversations and decide which of the statements given in the multiple-choice options is correct.
- **Section 8** focuses on listening comprehension.
 - You will listen to a conversation and a narrative and be asked to answer two questions on each.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 6

In this section, you are going to hear **only** the answers to the questions below. From the questions (a-c), select the one for which the given sentence is the appropriate answer.

Example: **Boys** perform better in mathematics than girls.

- a. Do girls perform better in mathematics than boys?
- b. Do boys perform better in physics than girls?
- c. Do boys perform worse in mathematics than girls?

The correct answer is 'a' because 'Boys perform better in mathematics than girls' answers the question, 'Do girls perform better in mathematics than boys?'

1.
 - a. Did your sisters go to the cinema last night?
 - b. Did your parents go to the disco last night?
 - c. Did your parents go to the cinema last week?
2.
 - a. Have you just seen Abdul in his new car?
 - b. Have you just seen Moses in his new house?
 - c. Have you just seen Moses in his old car?
3.
 - a. Was the president stepping down?
 - b. Is the prime minister stepping down?
 - c. Is the president running for another term?
4.
 - a. Was Van Damme an experienced artist?
 - b. Was Van Gogh an experienced athlete?
 - c. Was Van Gogh an amateur artist?
5.
 - a. Were the cats making a pleasant noise?
 - b. Are the cats making a dreadful noise?
 - c. Were the dogs making a dreadful noise?
6.
 - a. Has the journey to Dubai started?
 - b. Has the race to Doha started?
 - c. Has the race to Dubai ended?
7.
 - a. Is the bread in the oven spoilt?
 - b. Is the pie in the oven fresh?
 - c. Is the pie in the fridge spoilt?
8.
 - a. Are Marie's handsome friends back in town?
 - b. Are Jane's handsome brothers back in town?
 - c. Are Marie's unattractive brothers back in town?
9.
 - a. Do we hate to be treated as first-class citizens?
 - b. Do we love to be treated as second-class citizens?
 - c. Do they hate to be treated as second-class citizens?
10.
 - a. Did he spend his holiday in the city?
 - b. Did he spend his Christmas in the village?

- c. Did she spend her holiday in the village?

Section 7

You are going to hear some short conversations. After each conversation, read the three statements below and decide which one is correct. Select the option (a-c) that corresponds to the correct answer.

1. a. The man is polite; the woman is not.
b. The woman is polite; the man is not.
c. Both are impolite.
2. a. The man is certain; the woman is not.
b. The woman is certain; the man is not.
c. Both are certain.
3. a. The man is unsure; the woman is not.
b. The woman is unsure; the man is not.
c. Both are unsure.
4. a. The man is polite; the woman is not.
b. The woman is polite; the man is not.
c. Both are polite.

Section 8

You are going to hear a short conversation between two speakers, as well as a narrative. Both the conversation and the narrative will be read to you twice. Immediately after hearing each of them, decide on the correct answer from the multiple-choice options (a-c) given below.

1. According to the conversation:
 - a. Hawa could answer all her questions in class.
 - b. Ramatu and Hawa want to improve their English.
 - c. The teachers do not speak English in school.
2. From the conversation, we know that:
 - a. Reading can increase your vocabulary.
 - b. The pupils speak English during lunch.
 - c. It does not matter if you do not read any books.
3. According to the narrative:
 - a. Development is most evident in early adolescence.
 - b. Homeostasis is another word for reproduction.
 - c. When something is alive, it can only see, hear and feel.
4. From the narrative, we know that:
 - a. There are five functioning organs in our body.
 - b. There are five characteristics of life.
 - c. There are four characteristics of growth.

Activity 2

Read the answers to the questions below. From the questions (a-c), select the one for which the given sentence is the appropriate answer. Use the word in **bold** to help you determine the answer.

1. Mary likes to read about **Ali Baba**.
 - a. Who likes to read about Ali Baba?
 - b. What does Mary like to do about Ali Baba?
 - c. About whom does Mary like to read?

2. Palm trees can grow well in a **desert**.
 - a. Which trees grow well in a desert?
 - b. Where can palm trees grow well?
 - c. What can palm trees do well in a desert?

3. Emerald **never** goes late to school.
 - a. How often does Emerald go late to school?
 - b. Where does Emerald never go late?
 - c. Who never goes late to school?

4. Our team did not **practise** before the competitions.
 - a. Who did not practice before the competitions?
 - b. When did our team not practice?
 - c. What did our team not do before the competitions?

5. **Ebola** is a worse disease than hepatitis.
 - a. Which disease is a worse disease than hepatitis?
 - b. What disease is Ebola a worse disease than?
 - c. How does Ebola compare with hepatitis?

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All
Lesson Number: PHL4-L057	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use vocabulary correctly in an examination.

Overview

The WASSSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Make sure that you understand the instructions at the beginning of each section before you try to answer any of the questions.

Remember that the examination is time-bound – you only have one hour to answer 80 multiple-choice questions so do not spend too much time on a question.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

The following examples show you how to answer questions from Sections 1 to 4 of the examination.

• Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

Whenever Brazil lost a match, there was mourning; but when they won, there was _____.

- a. shouting
- b. jubilation (correct answer)
- c. entertainment
- d. consolation

• Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

The _____ misunderstanding between the couple has now been settled.

- a. normal
- b. continuous
- c. protracted (correct answer)
- d. modest

• **Section 3**

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

The pupil pursued the course with zeal.

- a. knowledge
- b. intelligence
- c. sympathy
- d. enthusiasm (correct answer)

• **Section 4**

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

Victor sat for hours waiting for his wife. This means that he _____.

- a. waited for a long time (correct answer)
- b. counted the hours
- c. waited for the hour to strike
- d. chose to wait by the hour

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

1. Whenever Brazil lost a match, there was mourning; but when they won, there was _____.
 - a. shouting
 - b. jubilation
 - c. entertainment
 - d. consolation
2. _____ these notices on the board and remove those ones.
 - a. tie
 - b. fix

- c. enter
d. post
3. Mohamed played the piano extremely well, but Amara could _____ play.
a. never
b. hardly
c. almost
d. awkwardly
4. Mr Bangali's speeches are often _____ but he can give lively lectures once in a while.
a. lengthy
b. dreadful
c. boring
d. obscure
5. As the soldiers advance in their attack, the rebels _____.
a. attack
b. retreat
c. regroup
d. pursue
6. Paul is as garrulous as his brother is _____.
a. quiet
b. speechless
c. tactless
d. taciturn
7. At the end of the fight, the victor and the _____ exchanged bows.
a. victim
b. defeated
c. captive
d. caught
8. The honour that was bestowed on the man has been _____.
a. withdrawn
b. confirmed
c. rejected
d. destroyed
9. The modest young man was rewarded while his _____ brother was punished.
a. intelligent
b. handsome
c. conceited
d. wicked
10. It is a fact that pride is a less admirable quality than _____.
a. humility
b. honesty
c. affection
d. tenderness

Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

1. The _____ misunderstanding between the couple has now been settled.
 - a. normal
 - b. continuous
 - c. protracted
 - d. modest
2. To ensure success in life, young people should _____ laziness and complacency.
 - a. hate
 - b. eschew
 - c. relinquish
 - d. dislike
3. The pastor's sermon _____ my faith in the gospel.
 - a. increased
 - b. reinforced
 - c. raised
 - d. exaggerated
4. To satisfy his _____ for power, the general ordered the arrest of all his critics.
 - a. need
 - b. hope
 - c. joy
 - d. quest
5. It is now _____ to exchange gifts on Valentine's Day.
 - a. a symbol
 - b. in fashion
 - c. a celebration
 - d. a festival
6. It is very _____ to see seven-month-old babies walking.
 - a. queer
 - b. scarce
 - c. rare
 - d. risky
7. The secretary has some _____ to clear before she goes on leave.
 - a. arrears
 - b. remnants
 - c. debts
 - d. ruins
8. Mr Sesay is the _____ of the famous company.
 - a. originator
 - b. starter
 - c. maker
 - d. founder
9. The Eastern Lions are our only _____ in the national league.

- a. counterparts
 - b. contestants
 - c. rivals
 - d. attackers
10. The _____ returned to their own country after the civil war.
- a. displaced
 - b. refugees
 - c. rebels
 - d. thugs

Section 3

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

1. The pupil pursued the course with zeal.
 - a. knowledge
 - b. intelligence
 - c. sympathy
 - d. enthusiasm
2. I was an eye-witness when the two trucks collided.
 - a. clashed
 - b. crushed
 - c. crashed
 - d. cruised
3. The inmates have contrived a means of escape from prison.
 - a. discovered
 - b. found
 - c. got
 - d. designed
4. The visitors exchanged conventional courtesies at the conference.
 - a. familiar
 - b. traditional
 - c. normal
 - d. formal
5. Joe's behaviour in this class is intolerable.
 - a. unacceptable
 - b. heinous
 - c. hideous
 - d. indecent
6. Ronaldo dribbles the ball with panache.
 - a. skill
 - b. strength
 - c. style
 - d. speed

7. The teachers marvelled at the prefect's unmatched display of leadership.
- enviable
 - unequaled
 - wonderful
 - admirable
8. Dark clouds often herald a storm.
- symbolise
 - forewarn
 - precede
 - indicate
9. The accident victim was bleeding profusely.
- slowly
 - excessively
 - abundantly
 - extremely

10. Some unscrupulous people have tried to circumvent the restriction on the exportation of local commodities into neighbouring countries.
- bypass
 - confront
 - oppose
 - challenge

Section 4

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

- Victor sat for hours waiting for his wife. This means that he _____.
 - waited for a long time
 - counted the hours
 - waited for the hour to strike
 - chose to wait by the hour
- The teachers brought the candidates up to scratch before the examination. This means that the teachers _____.
 - made the candidates pay fees
 - prepared the candidates well
 - made them stop fooling about
 - prayed for them
- Joshua has become a figure of fun in the class. This means that _____.
 - he laughs at people
 - people laugh at him
 - people enjoy his company
 - he makes people laugh
- The motivational speaker alienated his audience by harping on one string. This means the speaker _____.
 - always spoke in a boring tone
 - was fond of moralising
 - was steadily repeating himself
 - was playing poorly
- Margaret's remarks touched Morlai to the quick. This means that Margaret's remarks _____.
 - flattered him
 - pained Morlai
 - made him act quickly
 - confused Morlai
- Ibrahim arrived in the nick of time for the examination. This means that he arrived _____.
 - just before the examination
 - long before the examination
 - late before the examination
 - just after the examination

7. Except for his brother, Kamara received no visitors. This means that _____.
- a. his brother did not visit him
 - b. only his brother visited him
 - c. he was never visited
 - d. his brother received visitors
8. The new pupil has only a nodding acquaintance with Greek. This means that the pupil _____.
- a. has above-average knowledge of Greek
 - b. knows as much Greek as his friends
 - c. has little knowledge of the language
 - d. is very much familiar with Greek
9. Adama's birthday party was rather flat. This means that the party was _____.
- a. enjoyable
 - b. poorly attended
 - c. badly organised
 - d. boring
10. It was never Mrs Kargbo's dream to still be childless at 35. This means that Mrs Kargbo _____.
- a. is childless no more
 - b. was childless only when she was 35
 - c. is now 35 and childless
 - d. was 35 when she became childless.

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)	Theme: All
Lesson Number: PHL4-L058	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use words correctly in an examination.
3. Identify the grammatical name and function of a given word, clause or phrase.

Overview

Paper 1, also known as the **Objective Paper**, has 80 multiple-choice questions and is worth 40 marks.

Paper 1 is taken in one sitting with Paper 2 and you have one hour to answer all of the questions. Because time is limited, make sure that you move as quickly and efficiently through the examination as possible. Do not get tied up with questions you do not know the answers to.

The following examples show you how to answer questions from Sections 5 and 6 of the examination.

- **Section 5**

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

Candidates who cheat in examinations cannot get _____ with it.

- a. off
- b. on
- c. through
- d. away (correct answer)

- **Section 6**

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, **four** options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

Good governance is a real drive behind a country's development. It

1. _____ civil liberties.

1. a. prevents b. protects c. exposes d. imposes
(correct answer)

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 5

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

1. Candidates who cheat in examinations cannot get _____ with it.
 - a. off
 - b. on
 - c. through
 - d. away
2. The shot was _____ for the goalkeeper to save.
 - a. much too fast
 - b. too much fast
 - c. fast too much
 - d. fast much too
3. Each year, _____ girls than boys gain admission into the university.
 - a. few
 - b. lesser
 - c. fewer
 - d. less
4. Certainly, you know you were wrong, _____?
 - a. weren't you
 - b. aren't you
 - c. didn't you
 - d. don't you
5. Left _____ the pupils, there would be no examination.
 - a. off
 - b. on
 - c. through
 - d. to
6. The manager ordered the rude security guard _____ sacked.
 - a. is
 - b. to be
 - c. was
 - d. be
7. There is hardly any place like home, _____?
 - a. is it
 - b. is there
 - c. isn't it
 - d. isn't there
8. A _____ pupil introduced the chairman.
 - a. Sierra Leonean, young, bright
 - b. bright, young, Sierra Leonean
 - c. young, Sierra Leonean, bright
 - d. bright, Sierra Leonean, young
9. The bus stopped to pick _____ more passengers.

- a. in
 - b. out
 - c. up
 - d. on
10. If you want the job done well, you _____ do it yourself.
- a. should
 - b. might
 - c. will
 - d. can
11. _____ her mother's orders, Fordett boycotted classes.
- a. heedless
 - b. despite
 - c. nevertheless
 - d. though
12. That is the lady _____ we were talking about.
- a. whose
 - b. that
 - c. which
 - d. whom
13. The recent elections passed _____ peacefully.
- a. away
 - b. on
 - c. off
 - d. by
14. It is a perfect coincidence that we bumped _____ Agnes at Bo.
- a. after
 - b. on
 - c. down
 - d. into
15. I will not attend _____ if I am invited.
- a. only
 - b. just
 - c. as
 - d. even
16. _____ predicted, Manchester defeated Arsenal.
- a. as
 - b. though
 - c. when
 - d. if
17. Only Sahr plays the drum; no one _____ does.
- a. also
 - b. else
 - c. yet
 - d. even

18. They attended the celebration _____ they were not invited.
- as
 - even
 - though
 - while
19. Bockarie did not drink the unfiltered water _____ he fell sick.
- which
 - otherwise
 - nevertheless
 - because
20. The discovery must remain a secret between you and _____.
- I
 - me
 - my
 - mine
21. Jonathan and his brothers must always have everything _____ way.
- his
 - their
 - them
 - theirs
22. You frequently see this kind of violence _____ television.
- with
 - in
 - through
 - on
23. The captain lifted the _____ part of the rope.
- most thinner
 - thinning
 - thinnest
 - most thin
24. Playing loud music is not _____ in my neighbourhood.
- aloud
 - allowed
 - always
 - allude
25. Deborah said she _____ ill the whole of yesterday.
- is feeling
 - fell
 - has been feeling
 - felt

Section 6

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, **four** options are given in columns lettered **a** to

d. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

Good governance is a real drive behind a country's development. It 26. _____ human 27. _____, delivers 28. _____, maintains law and order and provides 29. _____ opportunities to the 30. _____. It delivers the fruits of 31. _____ and development to all and sundry. In today's 32. _____ world, good governance helps to meet the 33. _____ of the world. People in a country enjoy equal rights under a 34. _____. 35. _____ live freely and 36. _____ their rights. No one considers himself 37. _____ the law; everyone is 38. _____ before law. Not only 39. _____ officials, but also 40. _____ citizens are aware of their duties and play their role sincerely.

	a	b	c	d
26.	prevents	protects	exposes	imposes
27.	dignity	liberty	rights	relations
28.	justice	bondage	law	power
29.	some	bias	good	equal
30.	oppositions	opponents	teachers	masses
31.	hindrance	progress	labour	hard work
32.	globalised	developed	improved	powerful
33.	economy	progress	challenges	evolution
34.	theocracy	autocracy	democracy	communism
35.	thieves	critics	people	minorities
36.	exercise	play	gambol	defend
37.	under	above	against	for
38.	punished	insulted	small	accountable
39.	agency	university	government	civil
40.	common	high-class	role model	first-class

Lesson Title: Mock Examination: Paper 2A – Essay Writing	Theme: All
Lesson Number: PHL4-L059	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Write an essay with appropriate content, organisation, expression and mechanical accuracy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the three essay prompts from the examination and write a 450-word essay.

- **Question 1:** The poor state of the canteen and its facilities are of great concern to the pupils in your school. As the Senior Prefect, write a letter to the Chairman of the Board of Governors highlighting the problems and requesting him to come to the aid of the school.
- **Question 2:** The Chairman of your Local Government Council has invited views from the general public on how to curb violence among youths in your community. Write a letter to him as the President of your youth club expressing at least three views.
- **Question 3:** Write a letter to the Editor of a national newspaper discussing the menace of street begging in your city and suggesting, at least, three ways of stopping it.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?

- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All
Lesson Number: PHL4-L060	Class: SSS 4



Learning Outcomes

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

1. Discuss the correct answers to a WASSCE English Language examination.
2. Self-correct mistakes on an examination.
3. Use self-check questions to assess own writing.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

Paper 2, Section A (Essay Writing):

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the two essay prompts from the examination and write a 450-word essay.

- **Question 1:** Write a story ending with the words: ‘Thank goodness, it was just a dream’.
- **Question 2:** Write a story to illustrate the saying: ‘Make hay while the sun shines’.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension	Theme: All
Lesson Number: PHL4-L061	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Demonstrate ability to find appropriate equivalents of selected words and phrases.
3. Understand factual content.
4. Make inferences from the content of a passage.
5. Understand the use of English expressions that reveal things like feelings and emotions.
6. Identify and explain basic literary terms and expressions.
7. Identify the grammatical name and function of a given word.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section B – Comprehension:

- Paper 2B is 30 minutes. You will answer at least four questions on a passage.
- This section tests your ability to really understand what you are reading. You will be asked to do the following:
 - Replace words or phrases in a text.
 - Answer literal and inferential questions.
 - Identify grammatical structures and their function in a given context and rewrite phrases and sentences into grammatically correct alternatives.
 - Identify and explain literary terms.

Here is an example of an excerpt from a text similar to WASSCE with example comprehension questions and answers:

Indeed, **before the second-term holidays**, we had a classroom where pupils would go on recess as they finished their class assignments and where small group discussions on project work took place. Where a pupil in one group talked too loudly and disturbed others, he was cautioned by the group, not by me.

1. ‘... before the second-term holidays ...’
 - a. What grammatical name is given to the expression as it is used in the passage?
 - b. What is its function?

Answer:

- a. It is an adverbial phrase of time.
- b. It modifies the verb ‘had’.

2. For each of the following words, give another word which means the same and which can replace it as it is used in the passage.

- a. disturbed
- b. cautioned

Example synonyms:

- a. bothered
- b. warned

Practice

Activity 1

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

There is a fierce war going on in Africa, which has attracted little public attention, but is nonetheless serious business for all concerned. It is the war of man versus baboon.

The conflict started when engineers built the magnificent bridge that skirts Victoria Falls and crosses the Zambezi River. That apparently gave baboons the opportunity they were looking for. They swarmed from the jungle across the bridge in such numbers that trains were held up by chattering families of these primates. They swung from the girders and barked defiantly at everyone – drivers, guards and passengers alike.

Recently, guests at the new tourist hotel at Victoria Falls have complained that trousers and other articles have been disappearing mysteriously at night. Socks, with suspenders attached, were found dangling from tree-tops in the nearby bush. It was realised that the baboons, not thieves, were the culprits. From that time, baboons became the declared enemy. Guests were entreated not to give them buns on the lawn at tea time or encourage them in any other way.

A period of comparative peace followed, and then, a few weeks later, the baboons embarked on a new campaign at the new international airport at Livingstone. At first, they confined themselves to racing across the runways when planes were coming in to land, but when one of them was found asleep in the cockpit of a southbound airliner, it was felt that the time had come for drastic action. The authorities installed electric flares embedded in concrete along the runways. Only once did the baboons fight with full force against the glare of the lights, attacking with sticks, stones and fists; but the lights stood up to the onslaught and the attackers retreated.

The next stage in this conflict will be the erection of an electrified fence around the perimeter of the airport. Such shock tactics, it is expected, will result in the baboons conceding defeat and completely abandoning their guerrilla warfare. But the grey-haired Matabeles who have dwelt all their lives in the Zambezi valley shake their heads gloomily. They have a legend that if the baboons disappear from Victoria Falls, the river will dry up, and 'the smoke that thunders' will thunder no more.

Comprehension questions

1. What was the reaction of the baboons after the new bridge was built?
2. What incident caused airport officials to deal seriously with the baboons?
3. What did the airport authorities do to halt further intrusion by the baboons?
4. What does the writer suggest as the final solution to the baboon problem?
5. What fear do the Matabeles have about the efforts to get rid of the baboons?
6. '... the lights stood up to the onslaught ...'
What figure of speech is contained in the expression above?
7. '... guests at the new tourist hotel at Victoria Falls ...'
 - a. What grammatical name is given to this expression as it is used in the passage?
 - b. What is its function?
8. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.
 - a. magnificent
 - b. culprits
 - c. entreated

Activity 2

Answer the following additional questions about the text.

1. What war does the text refer to and where in Africa is it taking place?
2. At what point were the baboons declared the enemy?
3. '... the smoke that thunders...'
 - a. What figure of speech is contained in the expression above?
 - b. What does the expression refer to?
4. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.
 - a. drastic
 - b. conflict
 - c. gloomily

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All
Lesson Number: PHL4-L062	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Extract relevant information from a text.
3. Summarise a text or specific aspects of a text in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section C – Summary:

- Paper 2C is 40 minutes. You will read and summarise a passage.
- This section tests pupils' ability to extract the most important information from a text and put it into their own words.

Here is an example of an excerpt from a text similar to WASSCE and an example summary question on it:

There are, however, serious potential dangers. The greatest risk is the escape, by accident or by design, of harmful microbes from the laboratory into a world that has no defence against them. Some scientists have speculated that the HIV virus may have originated from such an accidental escape. The world has not forgotten the case of Adolf Hitler who, in furtherance of his mission to create a 'super race', abused scientific knowledge and plunged the world into World War II. For this reason, many governments have been cautious or even reluctant to give geneticists the necessary approval to implement the results of their research. There is no guarantee that man can be trusted not to use this newfound 'power' for destructive ends.

1. In two sentences, one for each, state two dangers inherent in genetic engineering.

Example answer:

- a. Harmful microbes may escape from the laboratory into the world.
- b. This knowledge can be used by man for destructive purposes.

Practice

Activity 1

Read the text carefully and answer the summary question on it.

You cannot expect to go through life without facing problems. Difficulties, perplexities and frustrations are inevitable parts of the human experience. Accepting the inevitability of problems can help you to approach them with a strong frame of mind rather than thinking that you are a victim expressly singled out by a malignant fate.

When confronted with a problem, the first thing to do is to gather all relevant data to get acquainted with all the facts of the case. Then write down exactly what the problem is, stating it simply in black and white. This gives you something definite with which to come to terms. The problem is thus assessed, and you will have something concrete to deal with.

Next, give serious thought to the problem, making sure that such thought does not lead to worrying, as worrying accomplishes nothing. Aim for clear, dispassionate thought, viewing the problem as if it were a friend's and not your own. Look at it from all angles and from the viewpoints of all concerned. You will be courting disaster if you are entirely selfish in your outlook. The single most important purpose of this process is to discover all possible solutions to a problem.

Having examined the problem broadly and impartially, carefully examine all the possible solutions and courses of action. The knowledge that you have done this will keep you from useless regret later; you can remind yourself that all possible courses of actions were examined, and you chose what appeared to be the best. Next, eliminate all proposed solutions which are seen, on further thought, to be impracticable. You will now find that your list has been whittled down to two or three possibilities. At this stage, it is often a good plan to get out into the open air. Go for a walk or a ride, preferably somewhere with a wide horizon. There, out in the open, review the problem afresh. You will find that it appears much less formidable. Ask yourself how the difficulty will appear in 10 years' time, or even in one year. This fresh review will enable you to make a final choice as you evaluate the remaining solutions and decide which you are going to adopt. As you go to sleep that night, let your last thought be upon your decision. If, in the morning, you still feel it is the best one to take, move forward with it.

If you have a friend who can give sound advice, consult him or her. Do this before the stage of your final decision so that you will have the benefit of their point of view before you decide. Talking things over with another person is always a great help. It enables you to isolate the problem and determine which are the important factors. Even if the friend offers no advice, a sympathetic ear will help you. Furthermore, as you describe to your friend the courses of action open to you, you will see them in a clear light. Some will appear impossible even while you speak. Alternatively, one will appear most attractive.

In dealing with problems, remember the time factor. Although some problems solve themselves in time and delaying tactics are therefore the best form of action, most problems generally get more complicated the longer they are left. You should therefore come to terms with problems immediately as they occur. All told,

reasonable foresight and imagination can prevent many problems from ever arising. Tact, thoughtfulness and responsible conduct can also keep life largely problem free.

Summary Question

1. In six sentences, one for each, summarise the steps to be taken when faced with a problem. Also state why each step is necessary.

Activity 2

Answer the following additional questions about the text.

1. In two sentences, one for each, summarise the two ways of assessing a problem.
2. In two sentences, one for each, summarise two benefits of consulting a friend for advice on a problem.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)	Theme: All
Lesson Number: PHL4-L063	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify consonant sounds of the English alphabet in the initial, medial or final position of a word.
3. Recognise and identify consonant cluster sounds in the initial, medial or final position of a word.
4. Recognise and identify vowel sounds of the English alphabet in the initial, medial or final position of a word.
5. Recognise and identify rhyme patterns in words, phrases and sentences.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 1 to 5 of the exam.

- **Sections 1-3** ask you to identify the word you hear.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that is the same as the word you heard.
- **Section 4** asks you to identify the sentence you hear.
 - A sentence will be read aloud, and you must choose the sentence from the multiple-choice options given that is the same as the sentence you heard.
- **Section 5** asks you to identify rhyming words.

A word will be read aloud, and you must choose the word from the multiple-choice options given that rhymes with the word you heard.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 1

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

a	b	c
1. learn	lean	lawn
2. beast	best	boast
3. fine	fin	fun
4. pitch	patch	porch
5. pure	poor	pew
6. scene	sun	sane
7. loose	loss	lease
8. men	mean	man
9. her	here	hair
10. tap	top	tape

Section 2

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

a	b	c
1. zinc	sink	link
2. friend	trend	mend
3. singer	bigger	finger
4. measure	pleasure	pressure
5. gloat	toad	moat
6. mates	mast	mats
7. fact	pact	tact
8. bother	border	bunker
9. stiff	still	stick
10. job	join	joy

Section 3

In this section, there are four words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-d).

a	b	c	d
1. brink	bring	blink	blank
2. lakes	lax	late	last
3. pets	pest	press	pressed
4. stripe	strip	tripe	trip
5. machine	marching	making	marking
6. knock	nought	frock	fought
7. wake	take	walk	talk

Section 4

In this section, there are three sentences in each group. One sentence will be read to you. Listen carefully and select the option (a-c) that corresponds to the sentence you hear.

1. a. It's on his bed.

- b. It's on his head.
 - c. It's on his beard.
2. a. They are new.
 - b. They are few.
 - c. They are blue.
3. a. She saw the mixer.
 - b. She saw the mincer.
 - c. She saw the minter.
4. a. The word I read was 'bows'.
 - b. The word I read was 'toes'.
 - c. The word I read was 'foes'.
5. a. Jane was worried.
 - b. Jane was flurried.
 - c. Jane was hurried.
6. a. His plate was in his hands.
 - b. His fate was in his hands.
 - c. His bait was in his hands.
7. a. The work was hard.
 - b. The pod was hard.
 - c. The pork was hard.

Section 5

In this section, the word you will hear does not appear on the word list; it only rhymes with one of the words on the list. Select the word (a-d) that rhymes with the word you hear.

	a	b	c	d
1.	insight	submit	decide	said
2.	task	wax	rash	rush
3.	pun	born	iron	honey
4.	fish	bridge	wish	sandwich
5.	froze	muse	cheese	chicks
6.	think	monk	drum	drank
7.	submit	subdue	titled	rebuttal
8.	mist	kits	sort	scorched

Activity 2

From the words lettered **a** to **d**, choose the word that has the same consonant sound as the example word.

	a	b	c	d	
1.	pack	kite	rag	cheap	pang
2.	rabbit	chip	picked	mild	rib

3.	page	gape	gain	wipe	jeep
4.	bomb	come	handle	pub	pant
5.	push	watch	put	sure	chap
6.	dip	phase	peace	dim	nib
7.	stroll	west	relay	stop	damp
8.	yeast	feast	played	eye	voyage
9.	awash	law	hash	away	bow
10.	believe	alike	invest	belief	leap
11.	coin	know	spoil	coil	fume
12.	round	dupe	bout	found	print
13.	zipper	raise	race	ripped	pertinent
14.	ensure	support	pushed	endure	surge
15.	crouch	school	took	children	group

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)	Theme: All
Lesson Number: PHL4-L064	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify word stress, sentence stress and emphatic stress.
3. Recognise and identify rising and falling patterns of intonation.
4. Extract relevant information from a listening passage.
5. Summarise a listening passage or specific aspects of a listening passage in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 6 to 8 of the examination.

- **Section 6** focuses on stress.
 - You will hear a statement and determine which question from the multiple-choice options given the statement is answering.
- **Section 7** focuses on intonation.
 - You will hear a series of short conversations and decide which of the statements given in the multiple-choice options is correct.
- **Section 8** focuses on listening comprehension.
 - You will listen to a conversation and a narrative and be asked to answer two questions on each.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 6

In this section, you are going to hear **only** the answers to the questions you have on your question paper. From the questions (a-c), choose the one for which the given sentence is the appropriate answer.

Example: Our team did not **practise** before the competition.

- a. Who did not practise before the competition?
- b. When did our team not practise?
- c. What did our team not do before the competition?

The correct answer is 'c' because 'Our team did not practise before the competition' answers the question, 'What did our team not do before the competition?'

1.
 - a. Is a little tax levied on foreign goods?
 - b. Is a lot of tax levied on local goods?
 - c. Is a lot of tax levied on foreign services?
2.
 - a. Should Bola's humility be condemned?
 - b. Should James' humility be commended?
 - c. Should Bola's arrogance be commended?
3.
 - a. Is education in her country expensive?
 - b. Is education in my country cheap?
 - c. Is mining in my country expensive?
4.
 - a. Are teachers sad when their pupils perform well?
 - b. Are teachers happy when their pupils perform poorly?
 - c. Are principals happy when their pupils perform well?
5.
 - a. Did she smile at her opponents during the competition?
 - b. Did he frown at his opponents during the competition?
 - c. Did he smile at his opponents during the match?
6.
 - a. Is Kamara a reckless driver?
 - b. Is Kamara a careful swimmer?
 - c. Is Sangari a careful driver?
7.
 - a. Have they had a water supply since last week?
 - b. Have we had an electricity supply since last week?
 - c. Have they had an electricity supply since yesterday?
8.
 - a. Did the child run three marathons in three days?
 - b. Did the athlete avoid three marathons in three days?
 - c. Did the athlete run one marathon in three days?
9.
 - a. Are her children never well behaved?
 - b. Are her nieces always well behaved?
 - c. Are her children always poorly dressed?

10. a. Will the president announce his cabinet soon?
- b. Will the president announce his successor later?
- c. Will the governor announce his successor soon?

Section 7

Now you are going to hear some short conversations. After each conversation, read the three statements on your question paper and decide which one is correct.

Underline the option (a-c) that corresponds to the correct answer.

1. a. The man is aggressive; the woman is not.
 b. The woman is aggressive; the man is not.
 c. Both are aggressive.
2. a. The man is sarcastic; the woman is not.
 b. The woman is sarcastic; the man is not.
 c. Both are sarcastic.
3. a. The man is polite; the woman is not.
 b. The woman is polite; the man is not.
 c. Both are polite.
4. a. The man is certain; the woman is not.
 b. The woman is certain; the man is not.
 c. Both are certain.

Section 8

You are now going to hear a short conversation between two speakers, as well as a narrative. Both the conversation and the narrative will be read to you twice.

Immediately after hearing each of them, decide on the correct answer from your question paper and underline the correct option (a-c).

1. According to the conversation:
 - a. Only Sierra Leonean music was played at the dance.
 - b. Both western and local music were played at the dance.
 - c. Only hip hop and Nigerian music were played at the dance.
2. From the conversation, we know that:
 - a. The dance was well attended by all the pupils.
 - b. Sally attended the dance with Musa.
 - c. Sally was seen at the dance with someone else.
3. According to the narrative:
 - a. Proverbs are called 'the wisdom of the ages'.
 - b. Proverbs are called 'the wisdom of men'.
 - c. Proverbs belong to the era of oral tradition.
4. From the narrative, we know that:
 - a. Proverbs are unique to the African culture.
 - b. The use of proverbs is risky and outdated.

- c. Many proverbs were invented from man's experiences.

Activity 2

Read the answers to the questions below. From the questions (a-c), select the one for which the given sentence is the appropriate answer. Use the word in **bold** to help you determine the answer.

1. The deputy manager called an **emergency** meeting.
 - a. What did the deputy manager do?
 - b. How many emergency meetings did the deputy manager call?
 - c. What kind of meeting did the deputy manager call?
2. **All** schools should employ trained teachers.
 - a. All of which institutions should employ trained teachers?
 - b. Which kind of teachers should all schools employ?
 - c. How many schools should employ trained teachers?
3. Brian bought 50 books at the biggest **bookshop**.
 - a. Who bought 50 books at the biggest bookshop?
 - b. Where did Brian buy 50 books?
 - c. How many books did Brian buy at the biggest bookshop?
4. **Samuel** read the whole book before sunset.
 - a. Who read the whole book before sunset?
 - b. When did Samuel read the whole book?
 - c. How much of the book did Samuel read before sunset?
5. Lansana celebrated his **graduation** with his siblings.
 - a. Which achievement did Lansana celebrate with his siblings?
 - b. What did Lansana do about his graduation with his siblings?
 - c. With whom did Lansana celebrate his graduation?

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All
Lesson Number: PHL4-L065	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use words correctly in an examination.

Overview

The WASSSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Make sure that you understand the instructions at the beginning of each section before you try to answer any of the questions.

Remember that the examination is time-bound – you only have one hour to answer 80 multiple-choice questions so do not spend too much time on a question.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

The following examples show you how to answer questions from Sections 1 to 4 of the examination.

• Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

Tommy was not pleased when he was transferred to the rural area; he wanted to stay in the _____ area.

- a. local
- b. urban (correct answer)
- c. township
- d. municipal

• Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

You must politely _____ your opponent's point in an argument.

- a. refute (correct answer)

- b. rebuke
- c. reject
- d. refuse

- **Section 3**

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

Because of his honesty, Abel was rewarded handsomely. This means that _____.

- a. he was left poor
- b. his reward was handsome
- c. he was given a great reward (correct answer)
- d. a handsome man rewarded him

- **Section 4**

From the words lettered a to d below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

The political unrest derailed my plan to travel to China.

- a. discourage
- b. failed
- c. moved
- d. ruined (correct answer)

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

1. Tommy was not pleased when he was transferred to the rural area; he wanted to stay in the _____ area.
 - a. local
 - b. urban
 - c. township
 - d. municipal
2. Joseph is sullen but on the contrary, his twin brother John is _____.
 - a. jolly
 - b. uncommunicative
 - c. sober
 - d. taciturn

3. Mrs Turay is daring while her husband is _____.
 - a. morose
 - b. timid
 - c. secretive
 - d. rational
4. Some girls prefer _____ hair to natural hair.
 - a. supernatural
 - b. false
 - c. artificial
 - d. modern
5. The corn Brima planted three months ago is due to be _____.
 - a. sold
 - b. weeded
 - c. harvested
 - d. watered
6. James intentionally drove the car into the river, but his lawyer claimed that it was _____ done.
 - a. carelessly
 - b. willingly
 - c. foolishly
 - d. accidentally
7. Most bike riders are so carefree while some taxi drivers are _____.
 - a. meticulous
 - b. eccentric
 - c. responsible
 - d. active
8. A liberated mind must not easily give in to mediocre thoughts; rather it should _____ to its opinion.
 - a. hold in
 - b. hold up
 - c. hold down
 - d. hold on
9. James did not lose his fight because of his bravery, but his _____.
 - a. ignorance
 - b. strength
 - c. cowardice
 - d. rashness
10. Matthew did not drive with care, so he was charged with _____.
 - a. drunkenness
 - b. over-speeding
 - c. ignorance
 - d. recklessness

Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

1. You must politely _____ your opponent's point in an argument.
 - a. refute
 - b. rebuke
 - c. reject
 - d. refuse
2. There are a lot of generous people in the country that give aid but do not allow their names to go in the media because they _____ publicity.
 - a. wield
 - b. lack
 - c. dislike
 - d. deny
3. You would have been as _____ as Musa if you were the one betrayed by a close friend.
 - a. concise
 - b. timid
 - c. aggrieved
 - d. courteous
4. When the information minister starts to _____ the media, there will be no press freedom.
 - a. censor
 - b. edit
 - c. publish
 - d. census
5. I was so disappointed when I saw the professor doing the things that were _____ with the morals he taught.
 - a. complacent
 - b. inconsistent
 - c. conducive
 - d. incompetent
6. We should be _____ of the behaviour of the aged people in society.
 - a. tolerant
 - b. tolerable
 - c. apologetic
 - d. careful
7. The education minister complained that too many teachers have _____ for better remuneration.
 - a. repatriated
 - b. exiled
 - c. emigrated
 - d. immigrated
8. The doctor used a _____ to listen to the patient's heartbeat.

- a. microscope
 - b. scalpel
 - c. chronometer
 - d. stethoscope
9. It was not clear to the mother what the child wanted, for his words were _____.
- a. unknown
 - b. unintelligible
 - c. indefinite
 - d. illegible
10. Your handwriting is difficult to read; please try to make it _____.
- a. easier
 - b. legible
 - c. large
 - d. eligible

Section 3

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

1. Because of his honesty, Abel was rewarded handsomely. This means that _____.
 - a. he was left poor
 - b. his reward was handsome
 - c. he was given a great reward
 - d. a handsome man rewarded him
2. The money to build a new house did not materialise. This means that _____.
 - a. the arrangements did not work out as wished
 - b. the plan was badly executed
 - c. the builder was unable to get the money
 - d. the plan did not meet the required specifications
3. The suspect made his confession under duress. This means _____.
 - a. he was forced to confess
 - b. he confessed in the presence of a judge
 - c. he took an oath
 - d. he confessed with the help of his lawyer
4. Despite their disrespectful behaviour, the pupils were given preferential treatment. This means that the pupils were _____.
 - a. ill-treated because of their coarseness
 - b. treated with caution
 - c. well-treated despite their lack of respect
 - d. first to be attended to
5. Gladys' father blew his top at the news of her performance in the examination. This means that he _____.
 - a. was overjoyed
 - b. whistled loudly
 - c. was very angry

- d. was impressed
6. The manager said that there was no question of either of us getting the job. This means that _____.
- the manager will not ask any questions about the job
 - both of us will get the job
 - only one of us will get the job
 - neither of us will get the job
7. The lady knew that her husband had had a drop too many when he asked her to pack. This means that her husband was _____.
- sleepy
 - confused
 - drunk
 - joking
8. Finding her missing earring was like looking for a needle in a haystack. This means that she _____.
- should have known she would lose her earring
 - found it impossible to locate her earring
 - lost her earring in a haystack
 - pretended not to know where her earring was
9. Young people should not always go with the crowd. This means young people should not _____.
- stay in the crowd
 - have many friends
 - travel with many people
 - be unduly influenced by others
10. He would have granted your request if he had money. This means that _____.
- he had the money but did not grant your request
 - he has the money and will grant your request
 - he will have the money and will grant your request
 - he did not have the money and could not grant your request

Section 4

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

- The political unrest derailed my plan to travel to China.
 - discourage
 - failed
 - moved
 - ruined
- The police inadvertently shot the suspect dead.
 - accidentally
 - deliberately
 - spontaneously

- d. inappropriately
3. The workers made scathing remarks about their manager.
- curious
 - positive
 - mild
 - negative
4. Several delegates joined the director's retinue for the conference.
- entourage
 - vehicle
 - assistants
 - enemies
5. The manager refused his secretary's request in reprisal for her incompetence.
- compensation
 - annoyance
 - retaliation
 - exchange
6. Elizabeth spurned the advances of David.
- accommodated
 - accepted
 - rejected
 - discouraged
7. The rulings of the judge are irrevocable.
- irreversible
 - false
 - debatable
 - unclear
8. Even mad people desire some lucid moments.
- troubled
 - quiet
 - noisy
 - sane
9. Sadly, hypocrisy is common among some religious people.
- promises
 - sermons
 - insincerity
 - honesty
10. His actions are in alignment with the laws of the land.
- agreement
 - disagreement
 - engagement
 - support

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)	Theme: All
Lesson Number: PHL4-L066	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use vocabulary correctly in an examination.
3. Identify the grammatical name and function of a given word, clause or phrase.

Overview

Paper 1, also known as the **Objective Paper**, has 80 multiple-choice questions and is worth 40 marks.

Paper 1 is taken in one sitting with Paper 2 and you have one hour to answer all of the questions. Because time is limited, make sure that you move as quickly and efficiently through the examination as possible. Do not get tied up with questions you do not know the answers to.

The following examples show you how to answer questions from Sections 5 and 6 of the examination.

- **Section 5**

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

Patriotic citizens should not abstain _____ voting.

- a. in
- b. against
- c. from (correct answer)
- d. by

- **Section 6**

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, **four** options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

Good health is a matter of great concern. To 1. _____ it, healthy living and a disciplined life is a must.

1. a. get b. reduce c. maintain d. prevent
(correct answer)

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 5

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

1. Patriotic citizens should not abstain _____ voting.
 - a. in
 - b. against
 - c. from
 - d. by
2. The woman set _____ preparing dinner when the visitors arrived.
 - a. on
 - b. at
 - c. about
 - d. for
3. The _____ poet wrote a beautiful poem.
 - a. brilliant Sierra Leonean young
 - b. Sierra Leonean brilliant young
 - c. young Sierra Leonean brilliant
 - d. brilliant young Sierra Leonean
4. _____ were asked to represent the country at the competition.
 - a. I and Andrew
 - b. Andrew and me
 - c. Andrew and I
 - d. myself and Andrew
5. I am not going to the field with you as I _____ that team play before.
 - a. am seeing
 - b. have seen
 - c. had seen
 - d. was seeing
6. My partner will not be able to come to the party because the day's work has tired her _____.
 - a. through
 - b. down
 - c. out
 - d. on
7. It has been a hectic day, _____?
 - a. hasn't it
 - b. hadn't it
 - c. isn't it
 - d. wasn't it
8. The suspect _____ when the detective entered the house.

- a. has been questioned
 - b. have been questioned
 - c. was being questioned
 - d. is being questioned
9. Ada had only _____ time to spend with her husband before the plane took off.
- a. a little
 - b. some
 - c. little
 - d. small
10. The exercise looked _____ simple that I thought I would not get any of the questions wrong.
- a. very
 - b. quite
 - c. so
 - d. much
11. The novel he was reading made him _____.
- a. laughed
 - b. to laugh
 - c. laugh
 - d. laughing
12. _____ people ordered the product because of the poor advertisement.
- a. few
 - b. quite a few
 - c. only fewer
 - d. a few
13. The couple hated each other and refused to live _____ the same roof.
- a. inside
 - b. beneath
 - c. in
 - d. under
14. _____ will have the courage to marry a nagging woman?
- a. whom
 - b. which
 - c. who
 - d. whomever
15. Ibrahim and Elvis quarrelled last week, and they have not _____ yet.
- a. made up
 - b. made out
 - c. came out
 - d. made it
16. After two years of courtship, Ahmed is _____ Jeneba next Sunday.
- a. getting married
 - b. marrying
 - c. to married to

- d. being married by
17. I am very uncomfortable whenever I experience a _____ nose.
- a. runny
 - b. watery
 - c. flowing
 - d. running
18. My uncle's car _____ to a halt.
- a. grinded
 - b. grounded
 - c. ground
 - d. grind
19. It was time we _____ for our rights.
- a. fight
 - b. fought
 - c. have to fight
 - d. will fight
20. The man was _____ by the girl's shocking story.
- a. taken aback
 - b. taken on
 - c. taken in
 - d. taken up
21. _____, you should make some effort to show that you are committed.
- a. Although you are tired
 - b. Although tired you are
 - c. Although tired are you
 - d. Although are you tired?
22. _____ ride a bicycle, he also drives a car.
- a. He not only does
 - b. Not only he does
 - c. He only does not
 - d. Not only does he
23. Their plans for the marriage fell _____ because they had no money.
- a. down
 - b. through
 - c. off
 - d. at
24. My friend _____ working in China for five years now.
- a. is
 - b. has been
 - c. was
 - d. had been
25. I am not going to the office today, and neither _____ you.
- a. would
 - b. are

- c. do
 - d. have
26. No sooner had I left for work _____ I had flat tyre.
- a. then
 - b. that
 - c. when
 - d. than
27. There _____ good news about your father in this article.
- a. is some
 - b. are
 - c. as a
 - d. are some
28. My mother congratulated me _____ my success.
- a. for
 - b. with
 - c. at
 - d. on
29. The girl shall have to go to the market _____ she can after leaving campus.
- a. so soon as
 - b. as soon
 - c. so soon the
 - d. as soon as
30. Tom and Jerry are always disturbing _____.
- a. each other
 - b. themselves
 - c. another
 - d. the other

Section 6

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, four options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

Good health is a matter of great concern. To 31. _____ it, healthy living and a disciplined life is a must. One of the best ways is to 32. _____ plenty of water as it reduces the risk of 33. _____, keeps your skin 34. _____, reduces the risk of heart 35. _____, burns body fat and 36. _____ our body temperature. We should also sleep well as it 37. _____ our body and reduces stress. We need to have a balanced 38. _____ and go for long, brisk walks. We must 39. _____ more as laughing is a 40. _____ and a secret of good health.

	a	b	c	d
31.	get	reduce	maintain	prevent
32.	waste	fetch	boil	drink
33.	infection	death	odour	dehydration
34.	safe	warm	glowing	dull
35.	attack	beat	burn	enlargement
36.	maintains	ensures	prevents	regulates
37.	worries	alerts	relaxes	focuses
38.	schedules	diet	meals	food
39.	cry	wash	eat	laugh
40.	therapy	medicine	exercise	antidote

Lesson Title: Mock Examination: Paper 2A – Essay Writing	Theme: All
Lesson Number: PHL4-L067	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Write an essay with appropriate content, organisation, expression and mechanical accuracy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the three essay prompts from the examination and write a 450-word essay.

- **Question 1:** Write an article for publication in your school magazine on at least three problems pupils face in school and suggest ways of tackling these problems.
- **Question 2:** Write an article suitable for publication in a national newspaper on the benefits of the government investing in agriculture.
- **Question 3:** Write an article suitable for publication in an international magazine on the topic: 'Sierra Leone: The Beautiful Gem of West Africa'.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All
Lesson Number: PHL4-L068	Class: SSS 4



Learning Outcomes

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

1. Discuss the correct answers to a WASSCE English Language examination.
2. Self-correct mistakes on an examination.
3. Use self-check questions to assess own writing.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

Paper 2, Section A (Essay Writing):

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the two essay prompts from the examination and write a 450-word essay.

- **Question 1:** Your aunty, who is a doctor, wants you to study medicine at the university. Write a letter to her telling her what you would rather study and why.
- **Question 2:** Write an article suitable for publication in a magazine on the need for government to encourage the participation of youths in other sports besides football.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks

- Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression: 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness: 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension	Theme: All
Lesson Number: PHL4-L069	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Demonstrate ability to find appropriate equivalents of selected words and phrases.
3. Understand factual content.
4. Make inferences from the content of a passage.
5. Understand the use of English expressions that reveal things like feelings and emotions.
6. Identify and explain basic literary terms and expressions.
7. Identify the grammatical name and function of a given word.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section B – Comprehension:

- Paper 2B is 30 minutes. You will answer at least four questions on a passage.
- This section tests your ability to really understand what you are reading. You will be asked to do the following:
 - Replace words or phrases in a text.
 - Answer literal and inferential questions.
 - Identify grammatical structures and their function in a given context and rewrite phrases and sentences into grammatically correct alternatives.
 - Identify and explain literary terms.

Here is an example of an excerpt from a text similar to WASSCE with example comprehension questions and answers:

The authorities installed electric flares embedded in concrete along the runways. Only once did the baboons fight with full force against the glare of the lights, attacking with sticks, stones and fists; but **the lights stood up to the onslaught** and the attackers retreated.

1. What figure of speech is contained in the following expression as it is used in the passage: ‘... the lights stood up to the onslaught ...’?
Answer: It is personification.
2. For each of the following words, give another word which means the same and which can replace it as it is used in the passage.

- a. onslaught
- b. retreated

Example synonyms:

- c. attack
- d. withdrew

Practice

Activity 1

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

Years ago, news went around in Aregun that a famous, crowd-pulling magician would be performing for three days. However, news spread that an up-and-coming magician would also be around at the same time. The Oba, who granted permission to each, did so without much reflection. He should have known from experience that two magicians could not have competing performances without dire consequences. Everyone – farmers, artisans and school pupils – eagerly looked forward to the arrival of the magicians.

The performers arrived. Each took a position at opposite ends of the town. Drumming went wild from their respective positions. Reports of their exploits soon spread. In particular, the wild acrobatic displays by the younger magician spread like wildfire. He had stuck a tall bamboo pole into the ground, climbed it, and there he danced to the drumming. He was a spectacle to behold as he seemed to defy the laws of gravity.

Soon, news reached the spectators of the older magician, whose antics appeared too tame. Even when he ‘poured’ biscuits from his bare hands, most were not impressed. People started drifting away from him and only a handful remained. Finally, the older magician gave up and also moved to the other end of town. There, he joined the crowd to watch the wondrous feats on top of the bamboo pole. Nodding, he mused, ‘All right’.

Minutes later, wild bees in their murderous thousands attacked the young performer, and quickly covered his whole body. He fell and with him the bees, which stepped up to attack. At first, the spectators assumed that this was another magical act. But when he started rolling in dry sands they knew this was not a joke. He cried, ‘Bees are killing me, all because I knew not Olubale my father’. The older man listened, mouth agape.

‘Did you mention Olubale?’ he asked.

‘Yes, that was my father’.

‘Where are you from?’ the older man asked.

‘Ubangi’ was the reply.

Revelation! Shock! Ubangi was where Olubale had started his magical career. There, he had gotten married to a young woman but fled when his pregnant wife’s previous suitor surfaced with a machete, threatening thunder and brimstone. The woman had thoroughly educated her son on the near invincibility of his father and

the boy had sworn to be like him. 'I'm Olubale', the older man said. 'Now, bees, back to your home!'

Order given, the bees abandoned their task. The young man was free. Father and son, now united, moved to the older man's camp. Henceforth, they would perform together.

Comprehension questions

1. Why was the Oba's decision unwise?
2. What two indications are there that the town was very small?
3. What was the older magician's intention in causing the bees to attack the younger man?
4. What saved the younger man from the continued attack of the bees?
5. Why did the older man reverse his action?
6. 'Drumming went wild ...'
 - a. What figure of speech is used in this expression?
 - b. What does it mean?
7. '... which stepped up the attack'.
 - a. What grammatical name is given to this expression as it is used in the passage?
 - b. What is its function?
8. For each of the following words, find another word or phrase which means the same and which can replace it as it used in the passage.
 - a. dire
 - b. tame
 - c. wondrous

Activity 2

Answer the following additional questions about the text.

1. What is meant by the expression '...defy the laws of gravity' as it is used in the text?
2. '... the bees ... stepped up to attack'.
 - a. What figure of speech is used in this expression?
 - b. What does it mean?
3. For each of the following words, find another word or phrase which means the same and which can replace it as it used in the passage.
 - a. murderous
 - b. abandoned
 - c. suitor

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All
Lesson Number: PHL4-L070	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Extract relevant information from a text.
3. Summarise a text or specific aspects of a text in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section C – Summary:

- Paper 2C is 40 minutes. You will read and summarise a passage.
- This section tests pupils' ability to extract the most important information from a text and put it into their own words.

Here is an example of an excerpt from a text similar to WASSCE and an example summary question on it:

When confronted with a problem, the first thing to do is to gather all relevant data to get acquainted with all the facts of the case. Then write down exactly what the problem is, stating it simply in black and white. This gives you something definite with which to come to terms. The problem is thus assessed, and you will have something concrete to deal with.

1. In two sentences, one for each, summarise the two ways of assessing a problem.
Example answer:
 - a. Gather all relevant data to have something definite to deal with.
 - b. Write down what the problem is in simple terms.

Practice

Activity 1

Read the text carefully and answer the summary questions on it.

'The press' is a general term for all types of printed newspapers and periodicals. It is an asset as well as a menace to society. Like many things in the world, the press has its good side and bad side. Even though it has a bad side, no society can shut it down and thrive.

The press has aims and objectives, which it follows, come what may. Anyone who wants to be abreast of current affairs or notable events in society must, apart from watching television, resort to reading printed material. In fact, the press serves more people than

electronic media do. Newspapers and periodicals go where the television cannot. Printed materials go even to the most remote areas of the country.

Institutions of learning disseminate information. However, not all cities, towns and villages have these institutions. Print media can be used to disseminate information to people in these areas.

Government institutions and organisations have their policies, programmes and activities for the smooth running of their affairs. At times, those in authority reap benefits. Subordinates are often afraid to criticise the authorities. Their best bet is to resort to the print media, which becomes their mouthpiece. Thus, what the oppressed cannot do, the print media do without fear or favour.

The press is also at the beck and call of anybody who wants its services. Many a time, one sees people going job hunting. They roam the streets of cities and towns, going from one office to the other, moving from one employing authority to another, only to be told that vacancies do not exist. To be candid, they do not need to waste such time and energy seeking jobs. All they need to do is comb the advertisement columns of newspapers and periodicals, and they will be informed about available jobs.

On the other hand, the press can be a nuisance in a society. How many times have we found newspapers and periodicals publishing false or unauthenticated stories? Such stories spread like wildfire. They stir trouble and bring about disunity in societies. The publishers are often out to enrich themselves by churning out false information. For some newspapers and periodicals, reckless and dangerous gossip is their stock-in-trade.

No one can deny the fact that moral decadence has gripped our present world. It is true that even adults contribute to this menace in our societies. Many of our children and youth act in ways that are morally low. However, the truth is that the press contributes to a very large extent to the loss of morality in our societies. There are publishers who specialise in the production of pornographic material, which even our children and youth can afford to buy.

Publishers of newspapers should therefore be conscious of their crucial role in society and should always strive to use the medium for the promotion of peace, order, progress and prosperity and not for negative or destructive ends.

Summary questions

1. In four sentences, one for each, state four positive roles of the press, according to the writer.
2. In two sentences, one for each, state two negative roles of the press, according to the writer.

Activity 2

Answer the following additional questions about the text.

1. Name the four values that the press should strive to promote according to the writer.
2. In two sentences, one for each, state how job seekers look for employment and how the press can be of help.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)	Theme: All
Lesson Number: PHL4-L071	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify consonant sounds of the English alphabet in the initial, medial or final position of a word.
3. Recognise and identify consonant cluster sounds in the initial, medial or final position of a word.
4. Recognise and identify vowel sounds of the English alphabet in the initial, medial or final position of a word.
5. Recognise and identify rhyme patterns in words, phrases and sentences.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 1 to 5 of the examination.

- **Sections 1-3** ask you to identify the word you hear.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that is the same as the word you heard.
- **Section 4** asks you to identify the sentence you hear.
 - A sentence will be read aloud, and you must choose the sentence from the multiple-choice options given that is the same as the sentence you heard.
- **Section 5** asks you to identify rhyming words.

A word will be read aloud, and you must choose the word from the multiple-choice options given that rhymes with the word you heard.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 1

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

- | | | |
|----------|----------|----------|
| a | b | c |
| 1. fight | fit | fought |

- | | | |
|-----------|-------|-------|
| 2. win | won | wane |
| 3. star | steer | stair |
| 4. dirt | dart | dot |
| 5. green | groan | groin |
| 6. mate | might | meet |
| 7. miss | mess | moss |
| 8. school | skill | scale |
| 9. case | cause | curse |
| 10. ship | sharp | shop |

Section 2

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

- | | a | b | c |
|-----|----------|----------|----------|
| 1. | booth | brood | boot |
| 2. | hello | fellow | mellow |
| 3. | watch | wash | want |
| 4. | class | clash | clasp |
| 5. | plank | flank | tank |
| 6. | fitter | feeder | finger |
| 7. | rake | bake | cake |
| 8. | lift | leave | leaf |
| 9. | fire | buyer | layer |
| 10. | weigh | lay | ray |

Section 3

In this section, there are four words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-d).

- | | a | b | c | d |
|----|----------|----------|----------|----------|
| 1. | sleek | milk | fleet | filth |
| 2. | sour | hour | lower | mower |
| 3. | nurture | nature | fixture | mixture |
| 4. | shout | shoot | bout | boot |
| 5. | claim | climb | lame | lime |
| 6. | those | doze | toes | foes |
| 7. | fright | fight | bright | bite |

Section 4

In this section, there are three sentences in each group. One sentence will be read to you. Listen carefully and select the option (a-c) that corresponds to the sentence you hear.

- The child is trying.
 - The child is prying.
 - The child is crying.

2. a. The teacher said 'favour'.
b. The teacher said 'savour'.
c. The teacher said 'flavour'.
3. a. John kicked the ball.
b. John picked the ball.
c. John pitched the ball.
4. a. She came in with the groom.
b. She came in with the broom.
c. She came in with the group.
5. a. He said it was night.
b. He said it was right.
c. He said it was bright.
6. a. I don't like rice.
b. I don't like mice.
c. I don't like fries.
7. a. It's a mystery.
b. It's a pity.
c. It's a treaty.

Section 5

In this section, the word you will hear does not appear on the word list; it only rhymes with one of the words on the list. Select the word (a-d) that rhymes with the word you hear.

	a	b	c	d
1.	mine	famine	examination	farming
2.	carry	weary	diary	merry
3.	comb	womb	long	loan
4.	brother	rude	shudder	further
5.	sickness	miss	nest	next
6.	weak	bake	fix	weeks
7.	amaze	demise	confess	confuse
8.	ignite	inflate	stigma	migrant

Activity 2

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

	a	b	c	d	
1.	refuse	rebuffs	refusing	confuse	furious
2.	wire	wear	admire	repair	wry
3.	mouth	mount	cloud	bout	south
4.	break	breed	brick	rake	bike
5.	boast	post	burst	poles	stub

6.	redeem	rebuffs	refusing	confuse	seem
7.	spear	speak	fear	spine	dose
8.	dyke	planned	buried	spike	cool
9.	cheap	heap	apes	chime	soul
10.	hound	draft	career	rebound	flute
11.	bewitch	endear	enrich	chew	whichever
12.	climber	wear	timer	repair	remember
13.	neighbour	neither	nipple	labour	hour
14.	repose	enclose	respect	enthuse	repeat
15.	prudent	mint	movement	pupil	rant

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)	Theme: All
Lesson Number: PHL4-L072	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify word stress, sentence stress and emphatic stress.
3. Recognise and identify rising and falling patterns of intonation.
4. Extract relevant information from a listening passage.
5. Summarise a listening passage or specific aspects of a listening passage in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 6 to 8 of the examination.

- **Section 6** focuses on stress.
 - You will hear a statement and determine which question from the multiple-choice options given the statement is answering.
- **Section 7** focuses on intonation.
 - You will hear a series of short conversations and decide which of the statements given in the multiple-choice options is correct.
- **Section 8** focuses on listening comprehension.
 - You will listen to a conversation and a narrative and be asked to answer two questions on each.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 6

In this section, you are going to hear **only** the answers to the questions below. From the questions (a-c), select the one for which the given sentence is the appropriate answer.

Example: The deputy manager called an **emergency** meeting.

- a. Who called an emergency meeting?
- b. How many emergency meetings did the deputy manager call?
- c. What kind of meeting did the deputy manager call?

The correct answer is 'c' because 'The deputy manager called an emergency meeting' answers the question, 'What kind of meeting did the deputy manager call?'

1.
 - a. Has the leader of the band been arrested?
 - b. Has a member of the gang been arrested?
 - c. Has the leader of the gang been released?
2.
 - a. Was our visit to the museum a wonderful experience?
 - b. Was their visit to the exhibition a wonderful experience?
 - c. Was our visit to the exhibition a gruelling experience?
3.
 - a. Did he become an outcast in his community?
 - b. Did she become a hero in her community?
 - c. Did he become a hero in his country?
4.
 - a. Did the brand-new plane crash into the bush?
 - b. Did the brand-new car crash into the rocks?
 - c. Did the brand-new plane taxi into the rocks?
5.
 - a. Is their relationship getting better year after year?
 - b. Is our relationship getting worse year after year?
 - c. Is our partnership getting better year after year?
6.
 - a. Does Ali never fail to submit his assignment on time?
 - b. Does Baku sometimes fail to submit his assignment on time?
 - c. Does Baku never fail to submit his reports on time?
7.
 - a. Have we left our passports at the airport?
 - b. Have we collected our passports at the hotel?
 - c. Have we left our documents at the hotel?
8.
 - a. Is the women's team committed to their coach?
 - b. Is the men's team committed to the game?
 - c. Is the women's team not devoted to the game?
9.
 - a. Did my neighbour's dog sleep the whole night?
 - b. Did my neighbour's dog bark the whole day?
 - c. Did your neighbour's dog bark the whole night?
10.
 - a. Are there no entertainment centres in our city?
 - b. Are there no recreational centres in our locality?
 - c. Were there no entertainment centres in our locality?

Section 7

You are going to hear some short conversations. After each conversation, read the three statements below and decide which one is correct. Select the option (a-c) that corresponds to the correct answer.

- The man is tired; the woman is not.
 - The woman is tired; the man is not.
 - Both are tired.
- The man is doubtful; the woman is not.
 - The woman is doubtful; the man is not.
 - Both are doubtful.
- The man is doubtful; the woman is not.
 - The woman is doubtful; the man is not.
 - Both are doubtful.
- The man is polite; the woman is not.
 - The woman is polite; the man is not.
 - Both are polite.

Section 8

You are going to hear a short conversation between two speakers, as well as a narrative. Both the conversation and the narrative will be read to you twice. Immediately after hearing each of them, decide on the correct answer from the multiple-choice options (a-c) given below.

- According to the conversation:
 - Joseph's mother taught him to steal.
 - Joseph's classmates believe in mob justice.
 - Joseph's classmates sympathise with him.
- From the conversation, we know that:
 - Troublemakers may need our help.
 - Joseph is punished every day in school.
 - The police disciplined Joseph.
- According to the narrative:
 - The writer's parents were teachers.
 - Teaching is best for young graduates.
 - Working at the embassy was an easy option.
- From the narrative, we know that:
 - Good pupils have distinctions every year.
 - The writer is dissatisfied with her pupils.
 - The writer will not change her job for anything else.

Activity 2

Read the answers to the questions below. From the questions (a-c), select the one for which the given sentence is the appropriate answer. Use the word in **bold** to help you determine the answer.

1. All of her children speak **Spanish**.
 - a. Who speaks Spanish?
 - b. What language do all of her children speak?
 - c. How many of her children speak Spanish?

2. Nelson is a **dedicated** pupil.
 - a. What kind of a pupil is Nelson?
 - b. Who is a dedicated pupil?
 - c. Who is Nelson?

3. All of the children missed the **bus**.
 - a. Who missed the bus?
 - b. What did all of the children miss?
 - c. How many children missed the bus?

4. The government built **new schools** after the mudslide.
 - a. When did the government build new schools?
 - b. Who built new schools after the mudslide?
 - c. What did the government build after the mudslide?

5. Global warming is causing the polar ice caps to **melt**.
 - a. What is causing the polar ice caps to melt?
 - b. What is global warming causing the polar ice caps to do?
 - c. Which ice caps are melting due to global warming?

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All
Lesson Number: PHL4-L073	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use vocabulary correctly in an examination.

Overview

The WASSSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Make sure that you understand the instructions at the beginning of each section before you try to answer any of the questions.

Remember that the examination is time-bound – you only have one hour to answer 80 multiple-choice questions so do not spend too much time on a question.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

The following examples show you how to answer questions from Sections 1 to 4 of the examination.

• Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

Mr Kamara appeared to be nonchalant on hearing the news, but his wife was clearly _____.

- a. calm
- b. plain
- c. disturbed (correct answer)
- d. talkative

• Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

It is _____ to save money every month.

- a. idle
- b. ideal (correct answer)
- c. drastic
- d. slight

• **Section 3**

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

In this country, we grow vegetables in and out of season. This means that we grow vegetables _____.

- a. all the time (correct answer)
- b. on and off
- c. some of the time
- d. most often

• **Section 4**

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

The director will not rescind his decision to dismiss the manager.

- a. go through with
- b. go back on (correct answer)
- c. go in for
- d. go on with

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

1. Mr Kamara appeared to be nonchalant on hearing the news, but his wife was clearly _____.
 - a. calm
 - b. plain
 - c. disturbed
 - d. talkative
2. Johnny was lackadaisical in regards to his role as prefect of the class. Clara, who was much more _____, should have been elected.
 - a. enthusiastic
 - b. responsible
 - c. attentive

- d. daft
3. Isatu is very refined in her manner while her sister is _____.
- unskilled
 - proud
 - uncouth
 - untidy
4. The manager condemned the secretary's conduct but _____ the security's reaction.
- commended
 - defended
 - respected
 - exposed
5. Mr Davies is the provisional head of department until the _____ head of department, Mr Smithe, comes back from leave.
- temporary
 - secular
 - permanent
 - spiritual
6. Isaac made an invaluable contribution during the meeting, whereas his colleagues' contributions were mostly _____.
- worthless
 - substantial
 - an incredible
 - an incomprehensible
7. The prefect was lauded for his hard work by his supporters, but _____ by his opponents.
- criticised
 - disgraced
 - dismissed
 - suppressed
8. Although Foday is stingy, his wife is _____.
- supportive
 - wicked
 - careless
 - generous
9. The country's economy is now thriving; previously, it was _____.
- failing
 - depressed
 - gloomy
 - difficult
10. My new car is _____ while the old one was durable.
- strong
 - fickle
 - delicate

d. haggard

Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

1. It is _____ to save money every month.
 - a. idle
 - b. ideal
 - c. drastic
 - d. slight
2. My mother was looking forward to _____ from me.
 - a. hear
 - b. heard
 - c. hearing
 - d. have heard
3. There has been much _____ that schools are going to close for the elections.
 - a. theory
 - b. desire
 - c. speculation
 - d. vision
4. Ebola is not only _____, it is also a debilitating disease.
 - a. wicked
 - b. contagious
 - c. speculative
 - d. dilapidated
5. The preacher _____ his members into attending services every Sunday.
 - a. threatened
 - b. coaxed
 - c. prevailed
 - d. decided
6. Several months _____ before he sent the child to school.
 - a. declined
 - b. wasted
 - c. came
 - d. elapsed
7. Thomas has become _____ in computer engineering.
 - a. philosopher
 - b. an expert
 - c. a learner
 - d. an educationist
8. The two men were _____ with murder.
 - a. sentenced
 - b. charged
 - c. condemned

- d. accused
9. Crime is more _____ in our city than in the provinces.
- a. available
 - b. rampant
 - c. delivered
 - d. provoked
10. _____ are often disturbed by cyclists who ride on sidewalks.
- a. motorists
 - b. city guards
 - c. traffic wardens
 - d. pedestrians

Section 3

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

1. In this country, we grow vegetables in and out of season. This means that we grow vegetables _____.
- a. all the time
 - b. on and off
 - c. some of the time
 - d. most often
2. My brother's promotion came out from the blue. This means that _____.
- a. my brother did not expect to be promoted
 - b. everybody was happy about my brother's promotion
 - c. my brother expected to be promoted
 - d. my brother's promotion was delayed unduly
3. The woman has a heart of gold. This means that the woman is _____.
- a. very wealthy
 - b. very metallic
 - c. very kind
 - d. very rusty
4. Philip flew off the handle when the lady refused his request. This means that he was _____.
- a. extremely angry
 - b. sad she could not help him
 - c. indifferent to her refusal
 - d. unhappy with her behaviour
5. It is difficult but good to pocket an insult. This means _____.
- a. people should always be ready to retaliate
 - b. insults should be willingly accepted
 - c. it pays to take no notice of an insult
 - d. it is not easy to ignore an insult
6. The fight made my hair stand on end. This means that _____.

- a. I was not scared by the fight
 - b. I went for a new haircut after watching the fight
 - c. I was terrified by the fight
 - d. I was feeling bored during the fight
7. Josephine used to be an outstanding pupil but now her performance is hardly anything to write home about. This means that _____.
- a. she is ordinary
 - b. she is brighter than ever
 - c. she does not receive letters at home
 - d. her performance in school has dropped
8. Alfred cannot take a joke. This means he _____.
- a. is always very serious
 - b. cannot cause laughter
 - c. is not amused when some plays a joke on him
 - d. gets angry at the smallest joke played on him
9. My brother has been called to the bar. This means he has _____.
- a. qualified as a bartender
 - b. died
 - c. qualified as a lawyer
 - d. been arraigned before court
10. A lot of effort has already gone down the drain to settle the matter. This means that _____.
- a. a lot of effort has been wasted
 - b. a lot of effort has fallen into the gutter
 - c. so much effort was put into building the drain
 - d. the effort was in the pipeline

Section 4

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

1. The director will not rescind his decision to dismiss the manager.
 - a. go through with
 - b. go back on
 - c. go in for
 - d. go on with
2. Michael's conviction was attributed to his dishonesty.
 - a. measured up
 - b. contributed
 - c. put
 - d. ascribed
3. The villagers respected Mr Dumbuya because he was well lettered.
 - a. sensible
 - b. principled

- c. educated
 - d. vocal
4. There should be a strategic plan for the celebration.
- a. unfortunate
 - b. tactical
 - c. bad
 - d. unbelievable
5. It is uncharacteristic of the minister to come to work late.
- a. unusual
 - b. unreasonable
 - c. informal
 - d. unavoidable
6. I could no longer cope with her insolent behaviour.
- a. stand by
 - b. identify with
 - c. adopt to
 - d. manage
7. Miatta was a very bright pupil.
- a. clever
 - b. honest
 - c. happy
 - d. obedient
8. It is a crucial decision to suspend the head prefect.
- a. final
 - b. obvious
 - c. particular
 - d. key
9. The movie was hilarious.
- a. discomfoting
 - b. confusing
 - c. humorous
 - d. ridiculous
10. There are still some outstanding political matters to settle.
- a. unsettled
 - b. significant
 - c. exceptional
 - d. prominent

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 5

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

1. Emmanuel is the guy _____ brought the idea.
 - a. which
 - b. who
 - c. whom
 - d. whose
2. That is the _____ I desire.
 - a. luxurious car blue
 - b. new luxurious blue car
 - c. blue car luxurious new
 - d. car luxurious blue new
3. You are too _____ for my liking.
 - a. slowly
 - b. slower
 - c. much slow
 - d. slow
4. Mariama promised to assist me with my assignment but she went _____ on her word.
 - a. back
 - b. off
 - c. behind
 - d. up
5. Most pupils now pay _____ attention in class than they did in the past.
 - a. few
 - b. small
 - c. little
 - d. less
6. The thief broke _____ the house where he was caught.
 - a. in
 - b. into
 - c. on
 - d. out
7. His suggestion was right; _____, it was cheeky.
 - a. because
 - b. since
 - c. nevertheless
 - d. so

8. The general was so drunk _____ power that he thought himself a god.
a. by
b. with
c. in
d. for
9. It is bad manners to answer elders _____.
a. behind
b. back
c. forward
d. within
10. Grandma goes to church every Sunday, _____?
a. isn't it
b. can's she
c. doesn't she
d. isn't she
11. Lifting the bag is _____ difficult for my grandfather.
a. so
b. too much
c. so much
d. very
12. Every constituency _____ its own members of parliament.
a. elect
b. have elected
c. have
d. elects
13. _____ at the park, I would have seen you.
a. had you been
b. would you be
c. should you be
d. were you
14. Neither Aminata nor Nancy _____ willing to cook for me.
a. are
b. were
c. is
d. be
15. _____ the boy is clever, he failed the test.
a. although
b. hence
c. however
d. if
16. _____ of these two men stole the watch?
a. which
b. who
c. whom

- d. what
17. Either the teachers or their principal _____ to blame for the poor performance of the pupils.
- have
 - are
 - has
 - is
18. Mr Sandy bought his daughter two _____ as her present.
- baby's doll dresses
 - babies doll dress
 - baby doll dresses
 - baby doll dress
19. A _____ was convicted for drug peddling.
- lady beauty young
 - young lady beautiful
 - beautiful young lady
 - lady young beautiful
20. Abdul has been waiting for his sister _____ an hour now.
- at
 - since
 - for
 - in
21. _____ of these pupils were seen in school today.
- none
 - any
 - very much
 - least
22. The pupils are anxious _____ the examination results.
- about
 - with
 - by
 - for
23. You cannot enter my room _____ those slippers on your feet.
- by
 - with
 - to
 - on
24. I have not slept _____ last Saturday.
- by
 - throughout
 - since
 - as
25. It is important that the secretary be a _____ to the organisation's account.
- signature

- b. payee
- c. guarantor
- d. signatory

Section 6

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, **four** options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

In the last 50 years, human activities such as 26. _____ the Earth, use of 27. _____ fuels and greenhouse 28. _____ have drastically altered the Earth's 29. _____ in negative ways. During this period of time, the 30. _____ of fossil fuels has 31. _____ large quantities of 32. _____ and 33. _____ emissions which in turn have trapped heat in the Earth's lower 34. _____, thereby affecting our global 35. _____.

Statistics show that the 36. _____ of global warming and climate change affects different regions in diverse ways. However globally, the Earth has witnessed an increase of 0.85 degree 37. _____ in its general temperature in the last 100 years. These statistics also point out that the increase is set to pass acceptable 38. _____ by 2030. If this occurs, it will lead to dire 39. _____ for the Earth's climate and human health in the long run. Therefore, the responsibility of educating the world's population on the dangers of global warming falls on your 40. _____.

	a	b	c	d
26.	cultivating	weeding	excavating	watering
27.	fossil	diesel	coal	liquid
28.	building	structures	pollution	gases
29.	surface	climate	topography	shape
30.	gathering	wasting	burning	storing
31.	released	consumed	caused	exposed
32.	oxygen	carbon dioxide	nitrogen	hydrogen
33.	air	smoke	water	greenhouse
34.	surface	crust	atmosphere	weather
35.	climate	temperature	territory	warming
36.	causes	effects	rewards	impact
37.	percent	centigrade	level	capacity
38.	standards	thresholds	equations	experiments
39.	consequences	desires	needs	results
40.	head	heart	needs	shoulders

Lesson Title: Mock Examination: Paper 2A – Essay Writing	Theme: All
Lesson Number: PHL4-L075	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Write an essay with appropriate content, organisation, expression and mechanical accuracy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the three essay prompts from the examination and write a 450-word essay.

- **Question 1:** As the Senior Prefect of your school, write a speech to deliver to entrants of SSS 1 on how to make their time at the school a success.
- **Question 2:** An NGO which sponsors educational projects is to pay a visit to your school. Write a speech to deliver during the visitation ceremony, highlighting the areas in the school that need urgent attention.
- **Question 3:** As the President of your youth club, write a speech to deliver to a group of traders on the need for proper sanitation in the marketplace.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All
Lesson Number: PHL4-L076	Class: SSS 4



Learning Outcomes

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

1. Discuss the correct answers to a WASSCE English Language examination.
2. Self-correct mistakes on an examination.
3. Use self-check questions to assess own writing.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

Paper 2, Section A (Essay Writing):

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the two essay prompts from the examination and write a 450-word essay.

- **Question 1:** Salone Young Voices (SYV) Television is organising a conference for youths and has invited you to give a talk on the topic: ‘The need for quality education in our schools’. Write your speech.
- **Question 2:** Pupils in your school have been performing poorly at WASSCE for the past three years. Write a letter to the Principal of your school suggesting ways of making the pupils perform better.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension	Theme: All
Lesson Number: PHL4-L077	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Demonstrate ability to find appropriate equivalents of selected words and phrases.
3. Understand factual content.
4. Make inferences from the content of a passage.
5. Understand the use of English expressions that reveal things like feelings and emotions.
6. Identify and explain basic literary terms and expressions.
7. Identify the grammatical name and function of a given word.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section B – Comprehension:

- Paper 2B is 30 minutes. You will answer at least four questions on a passage.
- This section tests your ability to really understand what you are reading. You will be asked to do the following:
 - Replace words or phrases in a text.
 - Answer literal and inferential questions.
 - Identify grammatical structures and their function in a given context and rewrite phrases and sentences into grammatically correct alternatives.
 - Identify and explain literary terms.

Here is an example of an excerpt from a text similar to WASSCE with example comprehension questions and answers:

Minutes later, wild bees in their murderous thousands attacked the young performer, and quickly covered his whole body. He fell and with him the bees, **which stepped up to attack**. At first, the spectators assumed that this was another magical act.

1. Why might the spectators assume the bee attack was a part of his magical act?
Answer: Spectators might assume this because the power to control bees would be an impressive thing for a magician to do.
2. ‘... which stepped up the attack’.

- a. What grammatical name is given to this expression as it is used in the passage?
- b. What is its function?

Answers:

- a. It is an adjectival/relative clause.
- b. It qualifies the noun 'bees'.

Practice

Activity 1

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

Returning home after a decade-and-half abroad, our geography master remained incurably addicted to foreign ways and ideas. For years after landing here, he would forever stick to his theory of Africans suffering from a curse inflicted on them by the Almighty God for some heinous sins committed centuries ago. In support of his theory, he would ask listeners, 'Why would our mosquito inflict deadly malaria on us whereas the British mosquito does not? Why aren't there poisonous snakes in Britain, whereas here most snakes are deadly? Why should the deadly sickle cell disease be particular to the black race?'

Of course, he hardly waited for answers to those his questions before jumping to the same inevitable conclusion. One day, he met his match when a new pupil joined the class and heard the litany the rest of us were used to. The new boy calmly said, 'Sir, I happen to know a few white men who suffer from sickle cell disease; some are Italian, and some are Spanish. The mosquito is equally deadly in India, southeast Asian countries and South America. The United States and some South American countries have their deadly snakes. And, Sir, I know many white men, some of them British, who would prefer our brilliant sunshine to their horrible cold winter'. And he sat down.

I had never before seen our master so consumed with anger. He burned the poor boy with his fiery glare, but had no answer to this new battle. Without as much as a single word, the master stalked out of the classroom. Our anger was turned on the new boy who had decided to rock the boat without taking the time to test the waters. The delegation was sent to the master to apologise to him. He was appeased. But we all noticed something rather unusual thereafter – never again did he dwell on the issue of Africans being a cursed people.

Comprehension questions

1. What point of view is the geography master fond of sharing?
2. Mention the three arguments he uses to support his view.
3. What additional argument did the new boy offer after countering each of the master's points?
4. Why do you think the master fought with his look rather than with further argument?
5. '... rock the boat ...'
 - a. What figure of speech is used in this expression?
 - b. What does it mean as it used in the passage?
6. '... had no answer to this new battle ...'
 - a. What grammatical name is given to the above expression as it is used in the passage?
 - b. What is its function in the passage?
7. For each of the following words, find another word or phrase that means the same and can replace it as it is used in the passage
 - a. inevitable
 - b. brilliant

Activity 2

Answer the following additional questions about the text.

1. Why was the class upset with the new boy?
2. 'Why would our mosquito inflict deadly malaria on us whereas the British mosquito does not?'
 - a. What figure of speech is used in this expression?
 - b. How is it used by the geography master in the text?
3. '... to test the waters'
 - a. What figure of speech is used in this expression?
 - b. What does it mean as it used in the passage?
4. For each of the following words, find another word or phrase that means the same and can replace it as it is used in the passage:
 - a. addicted to
 - b. heinous
 - c. stalked out

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All
Lesson Number: PHL4-L078	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Extract relevant information from a text.
3. Summarise a text or specific aspects of a text in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section C – Summary:

- Paper 2C is 40 minutes. You will read and summarise a passage.
- This section tests your ability to extract the most important information from a text and put it into your own words.

Here is an example of an excerpt from a text similar to WASSCE and an example summary question on it:

The press is also at the beck and call of anybody who wants its services. Many a time, one sees people going job hunting. They roam the streets of cities and towns, going from one office to the other, moving from one employing authority to another, only to be told that vacancies do not exist. To be candid, they do not need to waste such time and energy seeking jobs. All they need to do is comb the advertisement columns of newspapers and periodicals and they will be informed about available jobs.

1. In two sentences, one for each, state how job seekers look for employment and how the press can be of help.

Example answer:

- a. Job seekers search for jobs by going to offices and employment agencies.
- b. The press can help them because newspapers and periodicals have employment advertisements.

Practice

Activity 1

Read the text carefully and answer the summary questions on it.

No one can deny the fact that anyone who wants to be successful in learning the English language needs a good English dictionary. Such a dictionary should be a source of information about the language – information that is not generally available in grammar books. It should not only contain a list of words and their meanings, but also a lot of information that can help a learner to speak and write proper English.

To use a word correctly, the reader needs to know how to link it with other words in a sentence. They should know the structures that often precede or follow it, and whether it is formal or informal. This will help them to choose which word is appropriate for a particular context. The dictionary is therefore an invaluable aid to reading as well as writing skills.

If the meaning of a particular word in a passage impedes the overall comprehension of the main ideas presented in it, then a dictionary should be used. Most teachers must have observed a widespread tendency amongst their pupils to attack a new passage by reading it word by word, stopping to reach for a dictionary whenever they come across a word they do not know. This is a wrong approach; the dictionary should be used only as a last resort. The main objective of reading a passage is not to define specific words but to understand the ideas and concepts of the passage. The frequent use of a dictionary tends to focus the reader's attention on words when he or she should be concentrating on understanding the main ideas of the passage. Efficient reading involves obtaining the greatest amount of information from the passage in the shortest time possible. The frequent use of a dictionary takes too much time – time that can be better employed in getting an overall understanding of the passage.

Instead of turning to the last resort, the reader should continue reading. Very often, the meaning of an unfamiliar word can be guessed from the context in which it is used. The passage may give a definition, cite some examples or describe the circumstances surrounding the use of such a word well enough for the reader to know what it means. After reading the whole passage, the reader may realise that he has understood the important ideas presented without knowing the meaning of every word. If, after reading the passage, the reader is still unable to guess the meaning of a word from the context, then they should study the structure of the word. It may be a compound word which, when broken into component parts, can be easily understood.

If, after exhausting these approaches, the reader still does not understand the meaning of a word, and if this word is vital to the comprehension of the whole passage, then and only then, should they refer to a dictionary.

Summary Questions

1. In one sentence, state the purpose of a good dictionary.
2. In two sentences, one for each, state the two disadvantages of constantly referring to a dictionary when reading the passage.
3. In three sentences, one for each, summarise the three steps that a reader should take before referring to a dictionary.

Activity 2

Answer the following additional questions about the text.

1. In three sentences, one for each, summarise what a reader ought to know in order to use a word correctly.
2. In three sentences, one for each, state three ways in which a reader can determine the meaning of a word without using a dictionary.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)	Theme: All
Lesson Number: PHL4-L079	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify consonant sounds of the English alphabet in the initial, medial or final position of a word.
3. Recognise and identify consonant cluster sounds in the initial, medial or final position of a word.
4. Recognise and identify vowel sounds of the English alphabet in the initial, medial or final position of a word.
5. Recognise and identify rhyme patterns in words, phrases and sentences.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 1 to 5 of the examination.

- **Sections 1-3** ask you to identify the word you hear.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that is the same as the word you heard.
- **Section 4** asks you to identify the sentence you hear.
 - A sentence will be read aloud, and you must choose the sentence from the multiple-choice options given that is the same as the sentence you heard.
- **Section 5** asks you to identify rhyming words.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that rhymes with the word you heard.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 1

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

	a	b	c
1.	funding	finding	feeding
2.	bill	bull	ball
3.	rise	raise	rose
4.	team	time	tomb
5.	head	heed	hoard
6.	court	cart	cut
7.	bait	bite	bit
8.	mail	mole	mule
9.	lead	load	led
10.	confine	confirm	conform

Section 2

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

	a	b	c
1.	swore	swarm	swat
2.	breast	crèche	fresh
3.	rupture	capture	caption
4.	sacks	cracks	tracks
5.	mixed	fixed	kissed
6.	agreed	aggrieved	achieved
7.	major	mayor	mirror
8.	wrong	strong	throng
9.	trick	streak	sticks
10.	power	flower	cower

Section 3

In this section, there are four words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-d).

	a	b	c	d
1.	foam	phone	film	farm
2.	maiden	modern	pardon	podded
3.	clock	click	lack	lick
4.	knit	nut	need	nod
5.	short	sort	shock	suck
6.	bill	bile	mill	mile
7.	fizzy	fuzzy	lazy	daisy

Section 4

In this section, there are three sentences in each group. One sentence will be read to you. Listen carefully and select the option (a-c) that corresponds to the sentence you hear.

1. a. They all wanted to beat him.
b. They all wanted to meet him.
c. They all wanted to greet him.
2. a. The teacher spelt 'staff'.
b. The teacher spelt 'stiff'.
c. The teacher spelt 'stuff'.
3. a. Consider it done.
b. Consider it fun.
c. Consider it gone.
4. a. Mary was here.
b. Mary was there.
c. Mary was near.
5. a. What I said was 'grudge'.
b. What I said was 'crutch'.
c. What I said was 'fudge'.
6. a. The picture is mine.
b. The mixture is mine.
c. The fixture is mine.
7. a. Here's the project.
b. Here's the object.
c. Here's the subject.

Section 5

In this section, the word you will hear does not appear on the word list; it only rhymes with one of the words on the list. Select the word (a-d) that rhymes with the word you hear.

	a	b	c	d
1.	barrel	children	quiet	barren
2.	laid	call	mild	build
3.	cloud	clown	won	mourn
4.	slap	plan	slack	happen
5.	finger	mingle	manger	binder
6.	humble	needle	feeble	fickle
7.	liar	layer	mayor	power
8.	dressed	beset	digress	progress

Activity 2

From the words lettered **a** to **c**, choose the word that rhymes with the example word.

	a	b	c
1. people	steeple	peoples	peep
2. chair	steer	char	fare
3. peace	pierce	lease	least
4. worry	curry	sorry	lorry
5. friend	kind	lend	spent
6. loose	lose	curse	goose
7. splinter	weather	splendour	winter
8. peak	rake	reap	seek
9. love	cove	laundry	dove
10. tangle	wrangle	fruitful	tangled

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)	Theme: All
Lesson Number: PHL4-L080	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify word stress, sentence stress and emphatic stress.
3. Recognise and identify rising and falling patterns of intonation.
4. Extract relevant information from a listening passage.
5. Summarise a listening passage or specific aspects of a listening passage in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 6 to 8 of the examination.

- **Section 6** focuses on stress.
 - You will hear a statement and determine which question from the multiple-choice options given the statement is answering.
- **Section 7** focuses on intonation.
 - You will hear a series of short conversations and decide which of the statements given in the multiple-choice options is correct.
- **Section 8** focuses on listening comprehension.

You will listen to a conversation and a narrative and be asked to answer two questions on each.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 6

In this section, you are going to hear **only** the answers to the questions you have on your question paper. From the questions (a-c), choose the one for which the given sentence is the appropriate answer.

Example: All of her children speak **Spanish**.

- a. Who speaks Spanish?
- b. What language do all of her children speak?
- c. How many of her children speak Spanish?

Answer: The correct answer is 'b' because 'All of her children speak Spanish' answers the question, 'What language do all of her children speak?'

1.
 - a. Will Martha make a worthy teacher?
 - b. Will Memuna make a worthy lawyer?
 - c. Will Memuna make a ruthless teacher?
2.
 - a. Was no one forced to wear the same colour?
 - b. Was everybody persuaded to wear the same colour?
 - c. Was everybody forced to buy the same colour?
3.
 - a. Were the boys pointing to an object?
 - b. Were the pupils talking about an object?
 - c. Were the pupils pointing to the sky?
4.
 - a. Did Mr Koroma give his pupils another test?
 - b. Did Mr Kamara give his sons another test?
 - c. Did Mr Kamara give his pupils the same test?
5.
 - a. Is that market always crowded?
 - b. Is this market never crowded?
 - c. Is this market always empty?
6.
 - a. Was the sheep lying under the tree?
 - b. Is the goat lying under the tree?
 - c. Was the goat lying under the bench?
7.
 - a. Do the clocks in this office work very well?
 - b. Do the machines in this store work very well?
 - c. Do the machines in this office never work well?
8.
 - a. Is the traffic on this road bearable?
 - b. Is the traffic in this city horrible?
 - c. Is the curve on this road horrible?
9.
 - a. Did James have to swim across the river?
 - b. Did John have to walk across the river?
 - c. Did John have to swim in the river?
10. a. Do you dislike the smell of these roses?

- b. Do you love the colour of these roses?
- c. Do you love the smell of these daisies?

Section 7

Now you are going to hear some short conversations. After each conversation, read the three statements on your question paper and decide which one is correct. Underline the option (a-c) that corresponds to the correct answer.

1.
 - a. The man is certain; the woman is doubtful.
 - b. The woman is certain; the man is doubtful.
 - c. Both are certain.
2.
 - a. The man is sarcastic; the woman is not.
 - b. The woman is sarcastic; the man is not.
 - c. Both are sarcastic.
3.
 - a. Both are polite.
 - b. The woman is polite; the man is not.
 - c. The man is polite; the woman is not.
4.
 - a. The man is doubtful; the woman is not.
 - b. The woman is doubtful; the man is not.
 - c. Both are doubtful.

Section 8

You are now going to hear a short conversation between two speakers, as well as a narrative. Both the conversation and the narrative will be read to you twice. Immediately after hearing each of them, decide on the correct answer from your question paper and underline the correct option (a-c).

1. According to the conversation:
 - a. The pupils prefer economics to English.
 - b. The economics lesson was taught in English.
 - c. The economics lesson was taught in Krio.
2. From the conversation we learn that:
 - a. All the pupils were in the science class.
 - b. A good knowledge of English provides opportunities.
 - c. The economics teacher does not like to teach in English.
3. According to the narrative:
 - a. Hawkers only sell on the sidewalk.
 - b. Hawkers steal from the cars in traffic.
 - c. Traders leave the streets clean at night.
4. From the narrative we learn that:
 - a. Street trading is a menace in the city.
 - b. Drivers prefer to buy from street hawkers.

- c. The writer loves the idea of street trading.

Activity 2

Read the answers to the questions below. From the questions (a-c), select the one for which the given sentence is the appropriate answer. Use the word in **bold** to help you determine the answer.

1. The class is taking a trip to **Monrovia**.
 - a. Who is taking a trip to Monrovia?
 - b. What is the class doing?
 - c. Where is the class taking a trip to?
2. Kampala is the **capital city** of Uganda.
 - a. What is Kampala?
 - b. Kampala is the capital city of which country?
 - c. What is the capital city of Uganda?
3. **Friends** are the family you choose.
 - a. Who is the family you choose?
 - b. What are friends?
 - c. What kind of friends are family?
4. **The pyramids of Egypt** are a world heritage site.
 - a. What is a world heritage site?
 - b. Which country's pyramids are a world heritage site?
 - c. What are the pyramids of Egypt?
5. Emigration is leaving one's country **for another**.
 - a. What is emigration?
 - b. What is leaving one's country for another?
 - c. Emigration is leaving one's country for what?

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All
Lesson Number: PHL4-L081	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use words correctly in an examination.

Overview

The WASSSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for 3 hours.

Make sure that you understand the instructions at the beginning of each section before you try to answer any of the questions.

Remember that the examination is time-bound – you only have 1 hour to answer 80 multiple-choice questions so do not spend too much time on a question.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

The following examples show you how to answer questions from Sections 1 to 4 of the examination.

- **Section 1**

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

The newspaper article showed a _____ woman who gave birth to an enormous baby boy.

- a. soft
- b. average
- c. tiny (correct answer)
- d. weak

- **Section 2**

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

We should always try our best to avoid _____ that are not compatible with our values.

- a. friends
- b. practices (correct answer)
- c. effects
- d. people

- **Section 3**

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

By working part time in the school and full time in the army, Mr Turay managed to get the best of both worlds. This means that Mr Turay _____.

- a. worked on two planets
- b. served as the manager in the school and in the Army
- c. enjoyed the opportunities of working in both places at the same time (correct answer)
- d. worked at the school at night and in the army during the day

- **Section 4**

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

Statistics revealed that there are a lot of corpulent women in Egypt.

- a. lean
- b. gaunt
- c. emaciated
- d. obese (correct answer)

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly**

opposite in meaning to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

1. The newspaper article showed a(n) _____ woman who gave birth to an enormous baby boy.
 - a. soft
 - b. average
 - c. tiny
 - d. weak
2. No sooner had he started his new job than he was _____ for misconduct.
 - a. helped
 - b. closed
 - c. terminated
 - d. finished
3. The artificial activities of humans have destroyed the _____ vegetation of the earth.
 - a. natural
 - b. solid
 - c. truthful
 - d. topography
4. The mass exodus of people from Africa resulted in their mass _____ into Europe.
 - a. resident
 - b. home-calling
 - c. return
 - d. influx
5. In order to _____ Austrian citizenship, you will lose your citizenship from your country of birth.
 - a. preserve
 - b. obtain
 - c. relinquish
 - d. deny
6. Some elements expand when heated while some _____ when frozen.
 - a. convert
 - b. contract
 - c. congest
 - d. conclude
7. All humans are mortals; it is only God that is _____.
 - a. divine
 - b. immortal
 - c. spiritual
 - d. eternal
8. Mosquitoes are quiescent in the daytime but _____ at night.
 - a. active

- b. dormant
 - c. weak
 - d. unconcerned
9. Although the boy was very defiant towards his teacher at school, he was always _____ at home.
- a. naughty
 - b. obedient
 - c. good-natured
 - d. outgoing
10. The Principal thought that my result was fraudulent but he later realised that it was _____.
- a. candid
 - b. direct
 - c. forthright
 - d. genuine

Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

1. We should always try our best to avoid _____ that are not compatible with our faith.
- a. friends
 - b. practices
 - c. effects
 - d. people
2. Abie _____ some of the remarkable traits of her mother.
- a. proved
 - b. necessitated
 - c. exhibited
 - d. managed
3. The best way to determine the _____ of a word is by its use in a sentence or clause.
- a. purpose
 - b. function
 - c. worth
 - d. duty
4. It is incumbent on every citizen to _____ in civil society.
- a. practise
 - b. regain
 - c. put
 - d. engage
5. In _____ of the Queen's authority, all the members of the council stood up as she walked through the aisle.
- a. sympathy

- b. awe
 - c. recognition
 - d. consolidation
6. Every worker desires higher _____ for his/her labour.
- a. profit
 - b. condition
 - c. returns
 - d. remuneration
7. The movie will be _____ at the British Council auditorium this Saturday.
- a. performed
 - b. experimented
 - c. premiered
 - d. staged
8. I am not that _____ to believe your lies.
- a. simple
 - b. innocent
 - c. credible
 - d. naive
9. Parents should not _____ the bad behaviour of their children.
- a. condone
 - b. bear
 - c. condemn
 - d. concede
10. They planned to _____ the Chairman from office because of his incompetence.
- a. charge
 - b. impeach
 - c. excommunicate
 - d. retain

Section 3

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

1. By working part time in the school and full time in the army, Mr Turay managed to get the best of both worlds. This means that Mr Turay _____.
- a. worked on two planets
 - b. served as the manager in the school and in the Army
 - c. enjoyed the opportunities of working in both places at the same time
 - d. worked at the school at night and in the army during the day
2. For the first time, the two opposing teams saw eye to eye on the issue. This means that the two teams _____.
- a. agreed with each other on the issue
 - b. met for the very first time

- c. disagreed on the issue
 - d. saw the issue together
3. I go to the cinema once in a blue moon. This means that I _____.
 - a. always go there when the moon is blue
 - b. go to the cinema only at night
 - c. go to the cinema infrequently
 - d. frequently go to the cinema
 4. The man will pay back your money when pigs fly. This means that the man _____.
 - a. will send flying pigs with your money
 - b. intends to buy pigs with your money
 - c. is waiting for pigs to fly before he pays back your money
 - d. will never pay you
 5. Of late, foodstuffs in the city cost an arm and a leg. This means that _____.
 - a. foodstuffs are very expensive
 - b. foodstuffs are sold in distant areas
 - c. one must use arms and legs to get foodstuffs
 - d. there is scarcity of foodstuffs in the city
 6. The test today was a piece of cake. This means that _____.
 - a. a piece of cake was drawn on the board
 - b. we were asked to write about a piece of cake
 - c. the test was very easy
 - d. a piece of cake was distributed among the candidates
 7. Amad let the cat out of the bag about his parents' divorce. This means that Amad _____.
 - a. exposed the secret about his parents' divorce
 - b. released the cat his parents had put in a bag
 - c. fainted because his parents divorced
 - d. went away with the cat when his parents divorced
 8. I cannot attend the party with you tonight because I am under the weather. This means that I _____.
 - a. am out on the street
 - b. have no roof over my head
 - c. have another party to attend
 - d. have a cold
 9. If you work harder, you can kill two birds with one stone. This means that you _____.
 - a. can use energy to kill two birds with one stone
 - b. can settle two problems at once
 - c. have the ability to throw a stone at two birds
 - d. can never kill two birds with one stone
 10. To add insult to injury, the suspect destroyed the evidence. This means that the suspect _____.
 - a. added salt to the injury he caused

- b. insulted the investigators
- c. added salt to the evidence
- d. made the matter worse

Section 4

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

1. Statistics revealed that there are a lot of corpulent women in Egypt.
 - a. lean
 - b. gaunt
 - c. emaciated
 - d. obese
2. The manager is on the run because he has embezzled funds for the project.
 - a. balanced
 - b. cleared
 - c. misappropriated
 - d. remunerated
3. It is a privilege to represent my country in this august gathering.
 - a. common
 - b. ridiculous
 - c. pretty
 - d. dignified
4. Laziness is a recipe for adversity.
 - a. success
 - b. helplessness
 - c. misfortune
 - d. crisis
5. The security guard is always alert around his duty post.
 - a. energetic
 - b. observant
 - c. intelligent
 - d. watchful
6. She is as canny as a fox.
 - a. obstinate
 - b. beautiful
 - c. clever
 - d. stout
7. Following the incident, five pupils were indicted.
 - a. condemned
 - b. reprimanded
 - c. accused
 - d. arrested

8. There are stringent procedures to follow in order to become a medical doctor.
- a. dry
 - b. strained
 - c. rigorous
 - d. shrill
9. She hesitated when the man proposed marriage.
- a. stopped
 - b. paused
 - c. slowed
 - d. postponed
10. The police rescued the family from the robbers' attack.
- a. saved
 - b. defended
 - c. helped
 - d. hid

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)	Theme: All
Lesson Number: PHL4-L082	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use words correctly in an examination.
3. Identify the grammatical name and function of a given word, clause or phrase.

Overview

Paper 1, also known as the **Objective Paper**, has 80 multiple-choice questions and is worth 40 marks.

Paper 1 is taken in one sitting with Paper 2 and you have one hour to answer all of the questions. Because time is limited, make sure that you move as quickly and efficiently through the examination as possible. Do not get tied up with questions you do not know the answers to.

The following examples show you how to answer questions from Sections 5 and 6 of the examination.

- **Section 5**

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

1. Please _____ the sleeping baby on the bed.
 - a. lie
 - b. lay (correct answer)
 - c. laid
 - d. lies

- **Section 6**

Against each number in the list below the passage, **four** options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

Environmental pollution has existed for centuries but only started to be significant following the Industrial 1. _____ in the 19th century.

1. a. Era b. Period c. Revolution d. Time
(correct answer)

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 5

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

1. Please _____ the sleeping baby on the bed.
 - a. lie
 - b. lay
 - c. laid
 - d. lies
2. He sat _____ the examination last year.
 - a. to
 - b. with
 - c. for
 - d. on
3. The Chief does not approve _____ our adventure.
 - a. to
 - b. on
 - c. of
 - d. in
4. _____ bag is this on the floor?
 - a. who's
 - b. what
 - c. which
 - d. whose
5. There is a deep secret _____ the two of them.
 - a. among
 - b. across
 - c. amid
 - d. between
6. _____ seen the advert, Sarah wasted no time in applying.
 - a. having
 - b. on
 - c. after
 - d. since
7. There are 18 ethnic groups in Sierra Leone, _____?
 - a. are they
 - b. aren't they
 - c. aren't there
 - d. isn't it

8. Peter is a brilliant boy; he takes _____ his father.
- on
 - for
 - after
 - to
9. Suppose you had won the lottery – what _____ ?
- will you do
 - shall you do
 - should you have done
 - would you have done
10. It is high time we _____ complaining about hardships in this country.
- stop
 - should stop
 - stopped
 - shall stop
11. There is a _____ for sale in the store next door.
- brand new laptop computer
 - new brand computer laptop
 - computer laptop brand new
 - laptop computer brand new
12. _____ his visit, the President sent money to renovate the multipurpose centre.
- aside
 - along side
 - prior to
 - about
13. _____ for the timely intervention of the police, the bandit would have made away with the lady's bag.
- Had it not been
 - Have it not being
 - Has it not be
 - Had it not being
14. It was Charles who drove the car to the club, _____ ?
- isn't it
 - wasn't he
 - didn't he
 - wasn't it
15. Travelling _____ train is safer than taking the bus.
- on
 - by
 - with
 - through
16. This biscuit is to be shared between _____.
- us and them

- b. we and them
 - c. we and they
 - d. us and they
17. Several _____ are here to grace the coronation ceremony.
- a. Commander-in-Chiefs
 - b. Commanders-in-Chief
 - c. Commanders-in-Chiefs
 - d. Commander-in-Chief's
18. Neither John _____ his brother is in school today.
- a. with
 - b. or
 - c. nor
 - d. and
19. _____ did you leave your purse with?
- a. who
 - b. which
 - c. when
 - d. whom
20. Mr and Mrs Bangura are proud of _____ children.
- a. there
 - b. them
 - c. those
 - d. their
21. The Queen _____ for 20 years.
- a. rained
 - b. reigned
 - c. resigned
 - d. resided
22. Grandpa stayed up _____ two o'clock in the morning.
- a. after
 - b. since
 - c. until
 - d. very
23. Who is _____, Abu or Tom?
- a. tallest
 - b. tall
 - c. more taller
 - d. taller
24. You can't do that, _____?
- a. can you
 - b. do you
 - c. can't you
 - d. don't you
25. The poor employee was not treated _____ by her boss.

- a. farely
 - b. fairly
 - c. fearly
 - d. farly
26. The teacher asked us to look _____ the word in the dictionary.
- a. up
 - b. down
 - c. in
 - d. at
27. When I reached home, my mother _____ supper.
- a. is cooking
 - b. was cooking
 - c. cooked
 - d. cooks
28. _____ who knows the risk will not walk alone at night.
- a. none
 - b. anybody
 - c. everybody
 - d. nobody
29. _____ effort has been made to help pupils prepare for WASSCE.
- a. many
 - b. such
 - c. every
 - d. whatever
30. This is not your dress; it is your _____.
- a. sisters-in-law
 - b. sister's-in-law
 - c. sister-in-laws
 - d. sister-in-law's

Section 6

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, **four** options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

Environmental pollution has existed for centuries but only started to be significant following the Industrial 31. _____ in the 19th century. Pollution occurs when the natural 32. _____ cannot destroy an 33. _____ without creating harm or damage to itself. The elements involved are not produced by 34. _____ and the 35. _____ process itself can vary from a few days to thousands of years as is the case with 36. _____ pollutants. In other words, pollution takes place when nature does not know how to 37. _____ an element that has been brought to it in an 38. _____ way.

Pollution must be taken seriously, as it has a 39. _____ effect on natural elements that are a necessity for life to exist on 40. _____ such as water and air.

	A	b	c	d
31.	Era	Period	Revolution	Time
32.	Atmosphere	climate	body	environment
33.	Element	opportunity	oxygen	environment
34.	God	nature	man	scientists
35.	Developing	gestation	elimination	destroying
36.	Chemical	radioactive	atom	artificial
37.	Digest	consume	decompose	reject
38.	Unnatural	unauthorized	unapproved	unaccepted
39.	Positive	fast	good	negative
40.	Earth	mars	space	mercury

Lesson Title: Mock Examination: Paper 2A – Essay Writing	Theme: All
Lesson Number: PHL4-L083	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Write an essay with appropriate content, organisation, expression and mechanical accuracy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the three essay prompts from the examination and write a 450-word essay.

- **Question 1:** You are the main speaker in a debate on the topic: ‘The school, not the home, is responsible for academic excellence among pupils’. Write your argument **for** or **against** the motion.
- **Question 2:** You have been invited to take part in a debating competition and the topic is: ‘Women make better teachers than men’. Write your speech **for** or **against** the motion.
- **Question 3:** You are the chief speaker in a debate on the topic: ‘Our nation is not yet ripe for democracy’. Write your argument **for** or **against** the motion.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All
Lesson Number: PHL4-L084	Class: SSS 4



Learning Outcomes

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

1. Discuss the correct answers to a WASSCE English Language examination.
2. Self-correct mistakes on an examination.
3. Use self-check questions to assess own writing.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

Paper 2, Section A (Essay Writing):

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the two essay prompts from the examination and write a 450-word essay.

- **Question 1:** Write a story to illustrate the saying: ‘Make hay while the sun shines’.
- **Question 2:** You recently visited a newly built five-star hotel in Freetown and your friend living in another town wants to hear about your experience. Write a letter to him or her describing this hotel.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension	Theme: All
Lesson Number: PHL4-L085	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Demonstrate ability to find appropriate equivalents of selected words and phrases.
3. Understand factual content.
4. Make inferences from the content of a passage.
5. Understand the use of English expressions that reveal things like feelings and emotions.
6. Identify and explain basic literary terms and expressions.
7. Identify the grammatical name and function of a given word.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section B – Comprehension:

- Paper 2B is 30 minutes. You will answer at least four questions on a passage.
- This section tests your ability to really understand what you are reading. You will be asked to do the following:
 - Replace words or phrases in a text.
 - Answer literal and inferential questions.
 - Identify grammatical structures and their function in a given context and rewrite phrases and sentences into grammatically correct alternatives.
 - Identify and explain literary terms.

Here is an example of an excerpt from a text similar to WASSCE with example comprehension questions and answers:

I had never before seen our master so consumed with anger. **He burned the poor boy with his fiery glare**, but had no answer to this new battle. Without as much as a single word, the master stalked out of the classroom.

1. What figure of speech is contained in the following expression as it is used in the passage: ‘He burned the poor boy with his fiery glare’?
Answer: It is a metaphor. It compares the teacher’s angry look to a fire that could burn the boy.
2. For each of the following words, give another word which means the same and which can replace it as it is used in the passage.
 - a. glare

b. stalked out

Example synonyms:

a. scowl

b. left angrily

Practice

Activity 1

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

We are interested in the various kinds of injury that can occur in road traffic accidents, how to prevent them and their first aid management. Most of us have probably witnessed one form of road traffic accident or another. The universal reaction of witnesses is panic as they rush to the scene and stand there, watching in dismay. Road traffic accidents are crowd pullers as everyone wants to stop and have a look. However, the most useful things you can do if you are at a scene of a road traffic accident are to assist in the rescue of the trapped victims, to perform first aid treatment on victims and to help in transporting injured people to the nearest hospital.

Road traffic accidents have a great potential for causing injury to the human body. The high velocity at which the motor vehicle is travelling, the sudden deceleration on impact and the rigid nature of the body of the vehicle all contribute to increasing the potential of injury. The most risk-laden road traffic accidents are likely those which involve motorcycles, as riders do not have a solid motorcar body to protect them from the direct impact of an oncoming vehicle on the road. Road traffic accidents involving motorcyclists involve a high rate of mortality as the human skull is often fractured on impact with the hard surface of the road.

Road traffic accidents involving cars and their passengers can cause some serious problems as well, as the wreckage of the car may trap victims inside. This may mean that the crumpled car body needs to be cut away before the people can be saved. If the accident results in a fire, this can be disastrous as the fire will prevent rescuers from coming near, thus resulting in the quick demise of the victims from burns. This is why every motorist must possess a fire extinguisher in his or her vehicle. This little device may save lives in some situations.

Comprehension questions

1. What, according to the writer, do witnesses usually do as soon as an accident occurs?
2. What three things does the writer say that witnesses should do?
3. Mention two factors that can increase injuries during an accident.
4. Why are motorcyclists more at risk when an accident occurs?
5. Why does the writer suggest that every car driver should have a fire extinguisher in his or her vehicle?
6. For each of the following words find another word or phrase that means the same and can replace it as it is used in the passage.
 - a. universal
 - b. transporting
 - c. velocity
 - d. potential
 - e. disastrous

Activity 2

Answer the following additional questions about the text.

1. What two problems does the writer identify for road traffic accidents involving cars?
2. For each of the following words, give another word which means the same and which can replace it as it is used in the passage.
 - a. possess
 - b. demise
 - c. wreckage
 - d. risk-laden
3. 'If the accident results in a fire ...'
 - a. What grammatical name is given to the above expression as it is used in the passage?
 - b. What is its function the passage?

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All
Lesson Number: PHL4-L086	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Extract relevant information from a text.
3. Summarise a text or specific aspects of a text in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section C – Summary:

- Paper 2C is 40 minutes. You will read and summarise a passage.
- This section tests your ability to extract the most important information from a text and put it into your own words.

Here is an example of an excerpt from a text similar to WASSCE and an example summary question on it:

To use a word correctly, the reader needs to know how to link it with other words in a sentence. They should know the structures that often precede or follow it, and whether it is formal or informal. This will help them to choose which word is appropriate for a particular context. The dictionary is therefore an invaluable aid to reading as well as writing skills.

1. In three sentences, one for each, summarise what a reader ought to know in order to use a word correctly.

Example answer:

- a. A reader ought to know how to link the word with the other words in a sentence.
- b. A reader ought to know the structures that generally go before or after the word in a sentence.
- c. A reader ought to know whether the word is formal or informal.

Practice

Activity 1

Read the text carefully and answer the summary questions on it.

The number of people living in slums worldwide is estimated to be more than one billion. Experts in urbanisation fear that the ever-growing slums in the world will soon become more populous than the cities. Findings like these, however, do not show clearly the devastating effect that substandard living conditions have on the poor. The situation is more serious in developing

countries, where many people lack basic amenities, adequate housing and modern health care services.

It is ironic that while some of the richest nations want to build colonies on the moon and explore mars, growing numbers of their poorest citizens cannot afford a decent place to live here on Earth. It might be easy to conclude that the poor could remedy their situation if they showed more initiative, but factors involved in the housing crisis are beyond their control. The world's population is increasing at an alarming rate, such that millions of houses are needed to keep pace with this development.

It is a fact that cities provide more facilities than rural areas. It is easier to get electricity and good water supply, pursue one's education and secure well-paid jobs in cities than in villages. Very often, those in the villages hanker for such opportunities. One cannot, therefore, blame them when they seize the first opportunity to reside in the cities. They do not mind leaving the villages for congested cities, thereby contributing to over-population in the cities.

In troubled areas of the world, natural disasters, civil wars and political unrest are common. Poor men, women and children run away from such troubled areas to preserve their lives. They seek refuge in whatever shelter they can find when existing buildings are completely destroyed. The relationship between housing and poverty cannot be ignored. People who cannot afford basic amenities such as food and clothing may not be able to rent or build a decent house. These and other factors have forced millions of people to settle for substandard housing. They live in abandoned buses, shipping containers, cardboard boxes and other unthinkable areas.

The housing problems, just like many other problems facing the world, should be tackled with urgency. However, the cost of land for the erection of houses is high. Even when the land is secured, the high cost of building materials is another problem to contend with. One must not therefore blame building agencies that employ methods that enable them to build inexpensive houses.

Summary Questions

1. In five sentences, one for each, state the causes of the worldwide housing problems.
2. In one sentence, summarise the measures poor people have adopted to solve their housing problems.

Activity 2

Answer the following additional questions about the text.

1. In four sentences, one for each, state four advantages people find in cities, according to the writer.
2. According to the writer, what three factors make urbanisation more problematic in developing countries?

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)	Theme: All
Lesson Number: PHL4-L087	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify consonant sounds of the English alphabet in the initial, medial or final position of a word.
3. Recognise and identify consonant cluster sounds in the initial, medial or final position of a word.
4. Recognise and identify vowel sounds of the English alphabet in the initial, medial or final position of a word.
5. Recognise and identify rhyme patterns in words, phrases and sentences.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 1 to 5 of the examination.

- **Sections 1-3** ask you to identify the word you hear.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that is the same as the word you heard.
- **Section 4** asks you to identify the sentence you hear.
 - A sentence will be read aloud, and you must choose the sentence from the multiple-choice options given that is the same as the sentence you heard.
- **Section 5** asks you to identify rhyming words.

A word will be read aloud, and you must choose the word from the multiple-choice options given that rhymes with the word you heard.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 1

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

a	b	c
1. teach	touch	thatch
2. moan	main	mean
3. wait	wet	wheat
4. bear	bar	bore
5. sport	spit	spot
6. door	dare	do
7. nut	naught	note
8. groan	grin	green
9. life	loaf	leaf
10. pick	park	pork

Section 2

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

a	b	c
1. best	nest	rest
2. rains	grains	cranes
3. came	game	blame
4. define	design	divine
5. mound	mouse	mount
6. plough	cow	vow
7. haze	phase	maze
8. construct	conduct	conjunct
9. fly	buy	wry
10. zinc	zeal	zine

Section 3

In this section, there are four words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-d).

	a	b	c	d
1.	mice	vice	lice	flies
2.	poison	posing	dozen	dozing
3.	change	range	sage	page
4.	broader	breeder	boarder	bidder
5.	slick	slack	slim	slam
6.	coat	boat	moat	vote
7.	little	brittle	whittle	victual

Section 4

In this section, there are three sentences in each group. One sentence will be read to you. Listen carefully and select the option (a-c) that corresponds to the sentence you hear.

- That was his reaction.
 - That was his faction.
 - That was his action.
- The door is open.
 - The sore is open.
 - The store is open.
- I heard him say 'moist'.
 - I heard him say 'voiced'.
 - I heard him say 'hoist'.
- She couldn't find the charm.
 - She couldn't find the farm.
 - She couldn't find the balm.
- The grass seems brown.
 - The cross seems brown.
 - The grease seems brown.
- Alice didn't see the bowl.
 - Alice didn't see the ball.
 - Alice didn't see the bull.
- There isn't any cloth left.
 - There isn't any broth left.
 - There isn't any froth left.

Section 5

In this section, the word you will hear does not appear on the word list; it only rhymes with one of the words on the list. Select the word (a-d) that rhymes with the word you hear.

	a	b	c	d
1.	from	pulp	comb	pump
2.	shriek	fake	trek	chick
3.	blended	crooked	mend	cured
4.	tight	thought	though	dough
5.	universal	colossal	social	portal
6.	shout	mount	mouth	booth
7.	spirit	creditor	fifty	witty
8.	fellow	shadow	hello	halo

Activity 2

From the words lettered **a** to **c**, choose the word that rhymes with the example word.

	a	b	c
1. boast	boat	most	moat
2. green	bean	seal	greet
3. wrote	wrong	boat	rot
4. twine	sign	mime	twig
5. feast	pieced	least	worst
6. kettle	nettle	metal	level
7. funny	funnel	funnier	money
8. rewind	redo	entwined	wind
9. chest	cistern	sister	breast
10. cloudy	rowdy	crabby	daddy

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)	Theme: All
Lesson Number: PHL4-L088	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify word stress, sentence stress and emphatic stress.
3. Recognise and identify rising and falling patterns of intonation.
4. Extract relevant information from a listening passage.
5. Summarise a listening passage or specific aspects of a listening passage in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 6 to 8 of the examination.

- **Section 6** focuses on stress.
 - You will hear a statement and determine which question from the multiple-choice options given the statement is answering.
- **Section 7** focuses on intonation.
 - You will hear a series of short conversations and decide which of the statements given in the multiple-choice options is correct.
- **Section 8** focuses on listening comprehension.

You will listen to a conversation and a narrative and be asked to answer two questions on each.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 6

In this section, you are going to hear **only** the answers to the questions you have on your question paper. From the questions (a-c), choose the one for which the given sentence is the appropriate answer.

Example: Kampala is the **capital city** of Uganda.

- a. What is Kampala?
- b. Kampala is the capital city of which country?
- c. What is the capital city of Uganda?

The correct answer is 'a' because 'Kampala is the capital city of Uganda' answers the question, 'What is Kampala?'

1.
 - a. Did Josephine buy a jacket last week?
 - b. Did Aminata buy a blouse last week?
 - c. Did Aminata buy a jacket last month?
2.
 - a. Does he know anything about it?
 - b. Does she think anything about it?
 - c. Does she know something about it?
3.
 - a. Was Jude eating when I came in?
 - b. Was Chike sleeping when I came in?
 - c. Was Chike eating when you came in?
4.
 - a. Did the harmattan come early this year?
 - b. Did the rains come early last year?
 - c. Did the rains come late this year?
5.
 - a. Are the police to be blamed for the riot?
 - b. Are the pupils to be jailed for the riot?
 - c. Are the pupils to be blamed for the mishap?
6.
 - a. Does this boat cross the river once a day?
 - b. Does this ferry cross the sea once a day?
 - c. Does this ferry cross the river twice a day?
7.
 - a. Is Musu the eldest of all the children?
 - b. Is Hawa the youngest of all the children?
 - c. Is Hawa the youngest of all the daughters?
8.
 - a. Did Kabba ask the principal what must be done?
 - b. Did Kabba tell the teacher what must be done?
 - c. Did Tamba ask the teacher what must be done?
9.
 - a. Was the book in the black bag?
 - b. Was the money in the yellow bag?
 - c. Was the money in the black purse?
10.
 - a. Does that community lack good roads?
 - b. Does this community have good roads?
 - c. Does this community lack good water supply?

Section 7

Now you are going to hear some short conversations. After each conversation, read the three statements on your question paper and decide

which one is correct. Underline the option (a-c) that corresponds to the correct answer.

1. a. The man agrees; the woman does not.
b. The woman agrees; the man does not.
c. Both agree.
2. a. The man is polite; the woman is not.
b. The woman is polite; the man is not.
c. Both are polite.
3. a. The woman is doubtful; the man is certain.
b. The man is doubtful; the woman is certain.
c. Both are doubtful.
4. a. The man is impolite; the woman is not.
b. The woman is impolite; the man is not.
c. Both are impolite.

Section 8

You are now going to hear a short conversation between two speakers, as well as a narrative. Both the conversation and the narrative will be read to you twice. Immediately after hearing each of them, decide on the correct answer from your question paper and underline the correct option (a-c).

1. According to the conversation:
 - a. The new inspector arrived at his post by bus.
 - b. The new inspector arrived at his post on foot.
 - c. There was bedding in the inspector's luggage.
2. From the conversation we learn that:
 - a. The inspector liked his new environment.
 - b. The nearest shop was eight miles away.
 - c. The new house lacked basic amenities.
3. According to the narrative:
 - a. A ferry went to Sule's island twice a week.
 - b. Fresh fruit was always available on the island.
 - c. Sule paid one thousand Leones to go on the ferry.
4. From the narrative we learn that:
 - a. Sule was able to visit the mainland only in his dreams.
 - b. Sule's father was not content with his life on the island.
 - c. The shopkeeper arranged for Sule to visit the mainland.

Activity 2

Read the answers to the questions below. From the questions (a-c), select the one for which the given sentence is the appropriate answer. Use the word in **bold** to help you determine the answer.

1. If you want to make tea, you must first boil **water**.
 - a. If you want to make tea, you must first do what?
 - b. If you want to make tea, you must first boil what?
 - c. You must boil water first to make what?

2. Mohamed, Seiku and Rachid are all from **Kumasi**, Ghana.
 - a. Who is from Ghana?
 - b. What country are the men from?
 - c. Where in Ghana are the men from?

3. **Lizette** has three brothers and two sisters.
 - a. Who has three brothers and two sisters?
 - b. How many brothers does Lizette have?
 - c. How many siblings does Lizette have?

4. **Victoria Falls** is located on the Zambezi River in Zimbabwe.
 - a. In which country is Victoria Falls located?
 - b. Which falls are located on the Zambezi River in Zimbabwe?
 - c. On which river is Victoria Falls located?

5. Zeus was a **famous Greek god**.
 - a. What kind of a god was Zeus?
 - b. Zeus was a god from which country?
 - c. What was Zeus?

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All
Lesson Number: PHL4-L089	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use vocabulary correctly in an examination.

Overview

The WASSSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Make sure that you understand the instructions at the beginning of each section before you try to answer any of the questions.

Remember that the examination is time-bound – you only have one hour to answer 80 multiple-choice questions so do not spend too much time on a question.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

The following examples show you how to answer questions from Sections 1 to 4 of the examination.

• Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

It would be detrimental to use a coercive approach to settle the matter. I prefer a _____ approach.

- a. progressive
- b. promoting
- c. optional
- d. gentle (correct answer)

• Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

The _____ in prison are in deplorable condition.

- a. inmates (correct answer)

- b. residents
- c. tenants
- d. visitors

- **Section 3**

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

I deserve the lion's share of the meat because I am the eldest. This means that I want _____.

- a. the head of the lion meat
- b. the majority of the meat (correct answer)
- c. just the lion meat
- d. to feed the lion with my own share of the meat

- **Section 4**

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

His long hair and unshaven face gave him a barbaric appearance.

- a. unkind
- b. impolite
- c. civilised
- d. uncivilised (correct answer)

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 1

In each of the following sentences, there is one underlined word and one gap. From the list of words lettered **a** to **d**, choose the one that is **most nearly opposite in meaning** to the underlined word and that will, at the same time, correctly fill the gap in the sentence.

1. It would be detrimental to use a coercive approach to settle the matter. I prefer a _____ approach.
 - a. progressive
 - b. promoting
 - c. optional
 - d. gentle
2. A few people embraced the idea and others _____ it.
 - a. disobeyed
 - b. contradicted
 - c. rejected
 - d. obscured
3. Democracy encourages _____ rule and rejects military rule.

- a. civil
 - b. militant
 - c. coup
 - d. civility
4. The _____ tiger devoured the timid deer.
- a. gentle
 - b. tired
 - c. bold
 - d. snicker
5. I cannot go out in this sinister weather; we have to wait until it is _____.
- a. welcoming
 - b. cold
 - c. clear
 - d. short
6. After the prayers, the sterile lady became _____.
- a. short
 - b. wild
 - c. common
 - d. fertile
7. The meeting was to amend the situation; ironically, it has just _____ it.
- a. corrected
 - b. polarised
 - c. improved
 - d. worsened
8. Moses firmly believes in the tenet of life after death but his sister strongly _____ the notion.
- a. respects
 - b. disrespects
 - c. assumes
 - d. doubts
9. The victims need time to orient themselves because at the moment, they are completely _____ in the wake of the disaster.
- a. affected
 - b. disorganised
 - c. tired
 - d. displaced
10. We have more consumers in the country than _____.
- a. funders
 - b. designers
 - c. parasites
 - d. producers

Section 2

From the words lettered **a** to **d**, choose the word that **best completes** each of the following sentences.

1. The _____ in prison are in deplorable condition.

- a. inmates
 - b. residents
 - c. tenants
 - d. visitors
2. The sum of 10,000 euros was donated to the mudslide survivors by a young _____.
- a. optimist
 - b. pessimist
 - c. philanthropist
 - d. cultist
3. _____ of Regent town have been asked to relocate.
- a. tourists
 - b. travellers
 - c. tenants
 - d. residents
4. The pharmacist _____ some medicines to cure my ailment.
- a. prescribed
 - b. described
 - c. ascribed
 - d. diagnosed
5. School fees are paid in the office of the _____.
- a. Principal
 - b. Secretary
 - c. Head of Department
 - d. Bursar
6. There is _____ supply of water in the provinces.
- a. a scarcely
 - b. amplitude
 - c. an inadequate
 - d. a lot
7. The children did not touch their food because they claimed it was _____.
- a. savoury
 - b. inedible
 - c. good
 - d. inadequate
8. Dr Challay was honoured by the Goodwill Ambassador because of his _____ work with children.
- a. humanitarian
 - b. hostile
 - c. rational
 - d. honest
9. Jolloh was _____ with tuberculosis.
- a. sued
 - b. diagnosed
 - c. treated
 - d. suspected

10. The matter had led to the death of one of the parties; therefore, the police have declared it to be a _____ investigation.
- homicide
 - suicide
 - insecticide
 - filicide

Section 3

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

- I deserve the lion's share of the meat because I am the eldest. This means that I want _____.
 - the head of the lion meat
 - the majority of the meat
 - just the lion meat
 - to feed the lion with my own share of the meat
- The Chief welcomed the visitors with open arms. This means that the Chief _____.
 - gave hugs to the visitors
 - spread his arms wide open to welcome the visitors
 - warmly welcomed the visitors
 - sent the visitors away
- Mohamed is planning to tie the knot by the end of the year. This means that Mohamed is planning _____.
 - to get married
 - to buy a knot
 - to trade in his knot
 - tie himself in a knot
- The President expects all and sundry to work with him to develop the nation. This means that the President wants to work with _____.
 - the educated elites
 - those in his party
 - only those in the capital city
 - everybody
- Sorie was instructed to get rid of the papers on the table. This means that Sorie was asked to _____.
 - gather the papers
 - copy the papers
 - dispose of the papers
 - use the papers to decorate the table
- My father-in-law is a real hard nut to crack. This means that my father-in-law _____.
 - eats nuts
 - cracks nuts
 - can only be influenced by nuts

- d. is a difficult man to understand
7. Matilda did not live up to the mark to get into the university. This means that Matilda _____.
- did not meet the standard
 - failed the exam
 - lived downstairs
 - is dishonest
8. The case against him went up in smoke because there was no evidence. This means that _____.
- the matter was adjourned
 - nothing came of the matter
 - he was suffocated with smoke as his punishment
 - the matter was blown away by a cloud of smoke
9. The friends have a bone of contention to settle. This means that _____.
- they have a very big bone to break
 - they have bones in their throats
 - they have bones to give people
 - they have a dispute to settle
10. The idea of compromising with the offender is out of the question. This means that _____.
- no question was asked about compromise
 - nobody answered the question on compromise
 - it is impossible to compromise with the offender
 - the offender is to strike compromise

Section 4

From the words lettered **a** to **d** below each of the following sentences, choose the word or group of words that is **nearest in meaning** to the underlined word as it is used in the sentence.

- His long hair and unshaven face gave him a barbaric appearance.
 - unkind
 - impolite
 - civilised
 - uncivilised
- The child lamented the tragic loss of her parents in the mudslide.
 - grieved
 - soothed
 - denounced
 - loathed
- Samai haggled with the trader for a discount on the price of the shoes.
 - fought
 - impeached
 - bargained
 - ignored
- Peter has reached the zenith of his career.

- a. middle
 - b. under
 - c. pinnacle
 - d. nadir
5. At first, it was my ambition to study medicine, but I made up my mind to pursue a career in journalism.
- a. plan
 - b. proclamation
 - c. desire
 - d. decision
6. This council seems to be at an impasse. Do you have any suggestions?
- a. stalemate
 - b. impossibility
 - c. difficulty
 - d. confrontation
7. The suspension of the Pupils Union leader spurred violence at the university.
- a. created
 - b. prompted
 - c. reflected
 - d. agitated
8. The pirates looted and sank the ship.
- a. stole
 - b. borrowed
 - c. sailed
 - d. ransacked
9. The resources of the country outweigh the population.
- a. surpass
 - b. control
 - c. perish
 - d. venture
10. Social media is pervasive.
- a. ubiquitous
 - b. general
 - c. worldly
 - d. worldwide

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)	Theme: All
Lesson Number: PHL4-L090	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Identify and use words correctly in an examination.
3. Identify the grammatical name and function of a given word, clause or phrase.

Overview

Paper 1, also known as the **Objective Paper**, has 80 multiple-choice questions and is worth 40 marks.

Paper 1 is taken in one sitting with Paper 2 and you have 1 hour to answer all of the questions. Because time is limited, make sure that you move as quickly and efficiently through the examination as possible. Do not get tied up with questions you do not know the answers to.

The following examples show you how to answer questions from Sections 5 and 6 of the examination.

- **Section 5**

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences. The doctor asked my uncle to refrain _____ smoking.

- a. from (correct answer)
- b. with
- c. in
- d. for

- **Section 6**

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, four options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

Elections are a(n) 1. _____ process by which people select the candidate that they feel is best suited for a government position.

1. a. disorganised b. corrupt c. democratic d. critical
(correct answer)

Practice

Answer all of the questions in this mock examination. Each question is followed by four options lettered **a** to **d**. Select the correct answer for each question.

Section 5

From the words or group of words lettered **a** to **d**, choose the word or group of words that **best completes** each of the following sentences.

1. The doctor asked my uncle to refrain _____ smoking.
 - a. from
 - b. with
 - c. in
 - d. for
2. The drunk driver was driving _____ 180 miles per hour when he crashed.
 - a. on
 - b. at
 - c. about
 - d. for
3. You should not expect everybody to agree to _____ you alone decide.
 - a. what
 - b. whatever
 - c. however
 - d. wherever
4. _____ such circumstances, we should be highly rewarded.
 - a. from
 - b. with
 - c. under
 - d. by
5. When the economy is difficult, citizens should make do _____ what little they have.
 - a. on
 - b. with
 - c. from
 - d. by
6. Young people should be bold enough to take responsibility _____ their actions.
 - a. through
 - b. by
 - c. for
 - d. on
7. Josephine left school _____ the age of 16 as a result of teenage pregnancy.
 - a. to
 - b. with
 - c. for
 - d. at
8. The contract _____ to the contractor.
 - a. has been giving
 - b. have being given

- c. was being given
d. has been given
9. Some men take women _____ granted.
a. for
b. in
c. with
d. on
10. Children should not talk to elders with disrespect, _____?
a. do they
b. should they
c. won't they
d. must they
11. In parliament, either the upper house or the lower house _____ laws.
a. possess
b. pass
c. passes
d. possesses
12. All but Abel _____ going to be punished for not sweeping the class.
a. are
b. is
c. were
d. and
13. _____ he is sick, he managed to come to school.
a. since
b. because
c. although
d. so
14. The _____ of the family are expected to meet this evening.
a. mother-in-laws
b. mothers-in-laws
c. mother's-in-law's
d. mothers-in-law
15. Ronaldo is presumed to be the _____.
a. best world's player football
b. football best world player
c. world's best football player
d. player best world's football
16. Because of her age, Grandma _____ goes to church.
a. seldomly
b. seldom
c. very seldomly
d. quietly
17. This is our land and that is supposed to be _____.
a. dears

- b. theres
 - c. their's
 - d. theirs
18. The noise _____ stopped before the teacher entered the class.
- a. have
 - b. had
 - c. will
 - d. has
19. My uncle _____ in the bank for exactly 20 years next Monday.
- a. shall be working
 - b. would have been working
 - c. will have been working
 - d. could have worked
20. The women paved the road _____.
- a. theirselves
 - b. herself
 - c. themselves
 - d. ourselves
21. The cat licks _____ tail.
- a. its
 - b. it's
 - c. tis
 - d. ti's
22. The fact _____ he hates his wife is a cause for concern.
- a. which
 - b. why
 - c. when
 - d. that
23. The sun rises from the east, _____?
- a. don't it
 - b. doesn't it
 - c. is it
 - d. isn't it
24. Most pupils prefer English language _____ mathematics.
- a. than
 - b. with
 - c. to
 - d. more than
25. I cannot decide _____ to stop or continue the process.
- a. weather
 - b. whether
 - c. if
 - d. how
26. _____ the state will consider you an adult.

- a. in the age of 18
 - b. at the age of 18
 - c. being the age of 18
 - d. when the age of 18
27. The artist painted a(n) _____.
- a. giant ugly monster
 - b. ugly monster giant
 - c. monster giant ugly
 - d. ugly giant monster
28. Charles _____ attend this school anymore.
- a. do not
 - b. has not
 - c. does not
 - d. have not
29. Edna has _____ her arm.
- a. break
 - b. broke
 - c. broken
 - d. braking
30. Philip is taller than _____ am.
- a. me
 - b. am
 - c. my
 - d. I

Section 6

In the following passage, the numbered gaps indicate missing words. Against each number in the list below the passage, **four** options are given in columns lettered **a** to **d**. Choose the word that is the **most suitable** to fill the numbered gaps in the passage.

Elections are a(n) 31. _____ process by which people 32. _____ to choose a particular person or group (party) to 33. _____ them in parliament, committee or for the post of President, Chairman, Secretary or Cashier of an association. For state assemblies and parliament, elections are held after every 34. _____ years. A notification is issued with complete election 35. _____. Candidates file their 36. _____ papers and a further process of electioneering continues. Symbols are allotted to the parties. 37. _____ approach voters to seek their support. Public meetings are also organised to let people know about the programme of the candidate. The electoral 38. _____, with the help of the government, sets up election booths in the localities. 39. _____ comes to a halt two days before the date of elections. The voting takes place through a secret 40. _____. After counting votes, the results are declared.

	a	b	c	d
31.	disorganised	corrupt	democratic	critical
32.	select	vote	suggest	agree
33.	represent	replace	release	retire
34.	two	three	four	five
35.	detail	decisions	programmes	procedures
36.	nomination	ballot	original	college
37.	authorities	leaders	traders	candidates
38.	committee	commission	group	party
39.	lobbying	dancing	propaganda	speeches
40.	ballot	bullet	society	mission

Lesson Title: Mock Examination: Paper 2A – Essay Writing	Theme: All
Lesson Number: PHL4-L091	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Communicate in writing with appropriate content, organisation, expression and mechanical accuracy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section A – Essay Writing:

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the three essay prompts from the examination and write a 450-word essay.

- **Question 1:** The science club of your school recently made a trip to the newly established poultry farm at Newton. Write a report on the trip for your principal.
- **Question 2:** An argument occurred between two of your classmates which ended up in a fight. Write a report of the incident for your class teacher.
- **Question 3:** Write a report for circulation among the members of your youth club describing one activity you organised for the club which was a success.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All
Lesson Number: PHL4-L092	Class: SSS 4



Learning Outcomes

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

1. Discuss the correct answers to a WASSCE English Language examination.
2. Self-correct mistakes on an examination.
3. Use self-check questions to assess own writing.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 1 – Objective/Multiple Choice:

- Paper 1 is one hour. It is 80 multiple-choice questions.
- It has six sections and is worth 40 marks.
- It tests your ability to use vocabulary appropriately. It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.

Paper 2, Section A (Essay Writing):

- Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
- It tests your ability to communicate in writing. You must provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

Practice

Select one of the three essay prompts from the examination and write a 450-word essay.

- **Question 1:** There has been an increase in the rate at which pupils drop out of school in your community. Write an article suitable for publication in a national newspaper suggesting ways to stop this negative trend.
- **Question 2:** Write a letter to the Minister of Transport and Aviation to discuss the effects of the recent increase in the price of fuel on the people of your country.
- **Question 3:** Write a story ending with the words, ‘... and it all ended all too soon’.

Self-check questions

After you have written your essay, use the scoring guidelines to check that you have included all of the necessary information. Your essay will be graded as follows:

- Content – 10 marks
 - Are your ideas relevant and connected to the topic?
- Organisation – 10 marks
 - Have you followed the features of the type of essay you are writing?
 - Have you included formal features if necessary?
 - Are your paragraphs and ideas well-organised?
- Expression – 20 marks
 - Have you expressed yourself clearly, using appropriate vocabulary and structure?
- Mechanical Accuracy/Correctness – 10 marks
 - Have you used correct spelling, grammar and punctuation? For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension	Theme: All
Lesson Number: PHL4-L093	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Demonstrate ability to find appropriate equivalents of selected words and phrases.
3. Understand factual content.
4. Make inferences from the content of a passage.
5. Understand the use of English expressions that reveal things like feelings and emotions.
6. Identify and explain basic literary terms and expressions.
7. Identify the grammatical name and function of a given word.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section B – Comprehension:

- Paper 2B is 30 minutes. You will answer at least four questions on a passage.
- This section tests your ability to really understand what you are reading. You will be asked to do the following:
 - Replace words or phrases in a text.
 - Answer literal and inferential questions.
 - Identify grammatical structures and their function in a given context and rewrite phrases and sentences into grammatically correct alternatives.
 - Identify and explain literary terms.

Here is an example of an excerpt from a text similar to WASSCE with example comprehension questions and answers:

We are interested in the various kinds of injury that can occur in road traffic accidents, how to prevent them and their first aid management. Most of us have probably witnessed one form of road traffic accident or another. **The universal reaction of witnesses** is panic as they rush to the scene and stand there, watching in dismay.

1. 'The universal reaction of witnesses ...'
 - a. What grammatical name is given to the above expression as it is used in the passage?
 - b. What is its function the passage?

Answers:

- a. It is a noun phrase.
 - b. It functions as the subject of the sentence.
2. For each of the following words, give another word which means the same and which can replace it as it is used in the passage.
- a. universal
 - b. dismay
- Example synonyms:
- a. general
 - b. shock

Practice

Activity 1

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

My uncle, who had left this country for over 15 years, decided to come and pay us a visit. He told me to collect him at the airport on the day of his arrival. I decided to leave very early in the morning to secure my ticket for the journey. I arrived at the bus station at 6:00 a.m. Shortly after, I boarded the vehicle and waited for the other passengers to come so that we could start the journey.

The vehicle was full of market women who were taking their goods for sale in the city. I overheard them saying that they would tell the driver to go very fast, as they wanted to reach the city early so that they could sell their goods quickly. I was sitting just behind the driver's seat. When he entered the vehicle, I noticed that he had drunk alcohol – one could easily detect the odour on his breath.

Immediately after he took off, I noticed that he was not a careful driver. He nearly hit a boy at the petrol station. When we got on the highway, the driver really displayed his reckless driving. He did not observe traffic signs and was even overtaking other vehicles in curves and on bridges. On one occasion, he nearly ran into a truck when he attempted to overtake another vehicle. The driver did not listen to any of our pleas, and he increased his speed even more. In the blink of an eye, he plunged the vehicle into a ditch as he was attempting to overtake a truck ahead of him. The vehicle rolled over twice before we finally landed.

Of the 18 passengers in the vehicle, four of us sustained minor injuries. The other passengers had broken bones or had deep cuts all over their bodies. Luckily, no passenger died in the accident. I had some bruises on my back and a slight cut on my left thigh. Fortunately for us, immediately after the accident happened, an empty van arrived at the scene. The driver of the van called the nearby police and in less than 15 minutes a police van arrived and transported us to hospital for treatment. Meanwhile, statements were obtained from the driver and a few of us who were not seriously injured.

This accident was caused by the recklessness of our driver because he was drunk and did not listen to anybody's advice. If the police want to reduce road accidents on the highways, this type of person should be banned from driving. The police should also start thinking of using breathalysers on all drivers on the highways to prevent senseless accidents.

Comprehension questions

1. Who encouraged the driver to speed and why?
2. Name three examples from the passage of the driver's reckless driving.
3. How did the accident happen?
4. 'In the blink of an eye ...'
 - a. What figure of speech is used in this expression?
 - b. What does it mean as it used in the passage?
5. For each of the following words, find another word or phrase that means the same and can replace it as it is used in the passage:
 - a. pleas
 - b. overtake
 - c. banned

Activity 2

Answer the following additional questions about the text.

1. What was the cause of the accident?
2. What happened to the passengers?
3. For each of the following words, find another word or phrase that means the same and can replace it as it is used in the passage:
 - a. detect
 - b. senseless
 - c. reckless
4. '...who had left this country for over 15 years ...'
 - a. What grammatical name is given to the expression as it is used in the passage?
 - b. What is its function?

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All
Lesson Number: PHL4-L094	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Extract relevant information from a text.
3. Summarise a text or specific aspects of a text in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Papers 1 and 2 are done in one sitting that lasts for three hours.

Paper 2, Section C – Summary:

- Paper 2C is 40 minutes. You will read and summarise a passage.
- This section tests pupils' ability to extract the most important information from a text and put it into their own words.

Here is an example of an excerpt from a text similar to WASSCE and an example summary question on it:

In troubled areas of the world, natural disasters, civil wars and political unrest are common. Poor men, women and children run away from such troubled areas to preserve their lives. They seek refuge in whatever shelter they can find when existing buildings are completely destroyed. The relationship between housing and poverty cannot be ignored. People who cannot afford basic amenities such as food and clothing may not be able to rent or build a decent house. These and other factors have forced millions of people to settle for substandard housing. They live in abandoned buses, shipping containers, cardboard boxes and other unthinkable areas.

1. In one sentence, summarise the measures poor people have adopted to solve their housing problems.

Example answer:

Poor people solve their housing problems by living in makeshift structures or other kinds of substandard housing.

Practice

Activity 1

Read the text carefully and answer the summary question on it.

People are usually unwilling to make changes in their lives after being accustomed to a certain lifestyle. However, this can cause a lot of problems, as changing circumstances often make lifestyles changes inevitable. Take, for example, people who leave their country and go abroad for various reasons. Such people will inevitably face many challenges. First, they may have to adapt

to a new culture that is completely different from what they are used to in their home country. They will also have to adapt to the weather and may need to learn a new language, or communicate regularly in a language other than their mother tongue.

At some point in their lives, people may have cause to change their career. Career changes inevitably necessitate the acquisition of a different set of skills and experience in a new job, a new routine and adaptation to new friends and colleagues at work. In the face of economic recession and related circumstances, people may lose their jobs as the organisations they work for try to adjust to the adverse situation by eliminating many jobs. (Terms such as 'down-sizing', 'right-sizing' and 'restructuring' are the modern-day euphemisms for this phenomenon.) A worker who suddenly loses his or her job obviously has to adjust to a new lifestyle, at least until a new job comes along.

Closely related to job loss is retirement. Many people carry on at their jobs as if they will work forever, but retirement is inevitable. Retirement in most cases means a change from an active working life to a more sedentary lifestyle. It sometimes requires giving up official property such as accommodation and vehicles, and the replacement of a regular salary with a modest pension, which may not be regular. Because of these, the prospect of retirement is often viewed with apprehension by many, as they are not prepared for it.

Outside the work domain, other changes inevitably continue to take place. For example, at some point in their lives, young men and women come together to get married and start their own families. The transition from the single life to married life means adapting to a spouse, raising children and discarding many of the habits, often reckless and impulsive, of unmarried life.

Finally, as painful and frightening as it can be, death is inevitable. The loss of a loved one – a wife, a husband, a parent – often turns people's lives upside down and necessitates a drastic change in lifestyle. Many people never anticipate such a loss, and unfortunately it does occur. It can be quite devastating.

In conclusion, people have to be ready for any changes that may occur in their lives, as change is inevitable and there is no guarantee for anyone that life will be stable forever.

Summary Question

1. In six sentences, one for each, summarise six factors that can cause a change in lifestyle as discussed in the passage.

Activity 2

Answer the following additional questions about the text.

1. In four sentences, one for each, summarise four challenges people who leave their country may face, according to the writer.
2. According to the writer, what are three changes that affect people when they retire?

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)	Theme: All
Lesson Number: PHL4-L095	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify consonant sounds of the English alphabet in the initial, medial or final position of a word.
3. Recognise and identify consonant cluster sounds in the initial, medial or final position of a word.
4. Recognise and identify vowel sounds of the English alphabet in the initial, medial or final position of a word.
5. Recognise and identify rhyme patterns in words, phrases and sentences.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 1 to 5 of the examination.

- **Sections 1-3** ask you to identify the word you hear.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that is the same as the word you heard.
- **Section 4** asks you to identify the sentence you hear.
 - A sentence will be read aloud, and you must choose the sentence from the multiple-choice options given that is the same as the sentence you heard.
- **Section 5** asks you to identify rhyming words.
 - A word will be read aloud, and you must choose the word from the multiple-choice options given that rhymes with the word you heard.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 1

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

	a	b	c
1.	crime	cream	crumb
2.	heat	hot	height
3.	light	lot	lit
4.	blender	blunder	boarder
5.	party	potty	pity
6.	shock	shake	shook
7.	love	live	leaf
8.	brood	bread	breed
9.	still	stole	steel
10.	worth	with	wrath

Section 2

In this section, there are three words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-c).

	a	b	c
1.	shadow	shallow	fallow
2.	clip	creep	strip
3.	starve	stand	stab
4.	freeze	squeeze	grease
5.	weeks	fix	kicks
6.	motion	lotion	notion
7.	mystic	mischief	misfit
8.	choir	hire	fire
9.	site	size	side
10.	push	pull	put

Section 3

In this section, there are four words to a line. One word will be read to you. Listen carefully and select the correct answer from the multiple-choice options given (a-d).

	a	b	c	d
1.	wheat	white	weep	wipe
2.	sheep	shift	sip	sift
3.	mash	clash	flash	cash
4.	those	doze	chose	nose
5.	chicken	cheating	cheapen	chilling
6.	treat	trees	trip	trim

7. blind blend blond bland

Section 4

In this section, there are three sentences in each group. One sentence will be read to you. Listen carefully and select the option (a-c) that corresponds to the sentence you hear.

1. a. Where are the locks?
b. Where are the forks?
c. Where are the socks?
2. a. I can see the porch.
b. I can see the patch.
c. I can see the pitch.
3. a. The word I read was 'middle'.
b. The word I read was 'fiddle'.
c. The word I read was 'needle'.
4. a. The goat was over there.
b. The ghost was over there.
c. The post was over there.
5. a. She couldn't spell 'eight'.
b. She couldn't spell 'bait'.
c. She couldn't spell 'gait'.
6. a. The weather is fine.
b. The feather is fine.
c. The heather is fine.
7. a. He has seen the beauty.
b. He has seen the cutie.
c. He has seen the duty.

Section 5

In this section, the word you will hear does not appear on the word list; it only rhymes with one of the words on the list. Select the word (a-d) that rhymes with the word you hear.

- | | a | b | c | d |
|----|----------|------------|----------|----------|
| 1. | vulture | nation | caption | measure |
| 2. | partner | matter | listener | Saturn |
| 3. | boats | toast | turns | scrub |
| 4. | repent | defend | deafen | defeat |
| 5. | concern | digest | direct | contact |
| 6. | beholden | rotten | warden | pardon |
| 7. | mulch | bridge | much | fudge |
| 8. | written | persuading | ringing | burden |

Activity 2

From the words lettered **a** to **c**, choose the word that rhymes with the example word.

	a	b	c
1. antelope	enveloped	cantaloupe	loop
2. skin	slim	fin	brine
3. paper	vapour	pauper	paper
4. jewel	stool	well	spell
5. jungle	fungus	bangle	wrangle
6. purse	urn	use	worse
7. study	daddy	bloody	baby
8. label	fable	bull	bill
9. season	seize	reason	seasonal
10. notch	marked	locked	watch

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)	Theme: All
Lesson Number: PHL4-L096	Class: SSS 4



Learning Outcomes

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

1. Complete a section of a mock WASSCE paper.
2. Recognise and identify word stress, sentence stress and emphatic stress.
3. Recognise and identify rising and falling patterns of intonation.
4. Extract relevant information from a listening passage.
5. Summarise a listening passage or specific aspects of a listening passage in clear, concise English, avoiding repetition and redundancy.

Overview

The WASSCE English Language examination is divided into three papers. Paper 3 is the Oral English paper.

Paper 3 – Oral English:

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.

The following list explains how to answer questions from Sections 6 to 8 of the examination.

- **Section 6** focuses on stress.
 - You will hear a statement and determine which question from the multiple-choice options given the statement is answering.
- **Section 7** focuses on intonation.
 - You will hear a series of short conversations and decide which of the statements given in the multiple-choice options is correct.
- **Section 8** focuses on listening comprehension.
 - You will listen to a conversation and a narrative and be asked to answer two questions on each.

Practice

Activity 1

Listen carefully to the instructions given and complete the mock examination.

Section 6

In this section, you are going to hear **only** the answers to the questions you have on your question paper. From the questions (a-c), choose the one for which the given sentence is the appropriate answer.

Victoria Falls is located on the Zambezi River in Zimbabwe.

- a. In which country is Victoria Falls located?

- b. Which falls are located on the Zambezi River in Zimbabwe?
- c. On which river is Victoria Falls found?

Answer: The correct answer is 'b' because 'Victoria Falls is located on the Zambezi River in Zimbabwe' answers the question, 'Which falls are located on the Zambezi River in Zimbabwe?'

1.
 - a. Does the minister want to increase taxes?
 - b. Does the government need to increase taxes?
 - c. Does the government want to increase salaries?
2.
 - a. Does my grandmother always have difficulty getting up?
 - b. Does my grandfather always have difficulty sitting down?
 - c. Does my grandfather seldom have difficulty getting up?
3.
 - a. Should Joseph have bought the larger case?
 - b. Should Abu have borrowed the larger case?
 - c. Should Abu have bought the smaller case?
4.
 - a. Did he hang his washing on the balcony?
 - b. Did she see her washing on the balcony?
 - c. Did she hang her washing in the yard?
5.
 - a. Did Martin insist on carrying some of his luggage?
 - b. Did Martin insist on packing his entire luggage?
 - c. Did Sullay insist on carrying his entire luggage?
6.
 - a. Is Helen greedy with her food?
 - b. Is Mary generous with her food?
 - c. Is Helen generous with her toys?
7.
 - a. Was the furniture destroyed by the fire?
 - b. Was the building surrounded by the fire?
 - c. Was the building destroyed by the smoke?
8.
 - a. Is 'Standard Times' a popular novel?
 - b. Is 'Daily Mail' a popular newspaper?
 - c. Is 'Standard Times' an old fashion newspaper?
9.
 - a. Has this kitchen not been painted?
 - b. Has this bedroom not been swept?
 - c. Has this house not been cleaned?
10.
 - a. Did the civilians build the stadium hurriedly?
 - b. Did the workers build the stadium slowly?
 - c. Did the workers build the school hurriedly?

Section 7

Now you are going to hear some short conversations. After each conversation, read the three statements on your question paper and decide which one is correct. Underline the option (a-c) that corresponds to the correct answer.

1.
 - a. The man is polite; the woman is rude.
 - b. The woman is polite; the man is rude.

- c. Both are rude.
- 2. a. The man is friendly; the woman is not.
b. The woman is friendly; the man is not.
c. Both are friendly.
- 3. a. The man is interested; the woman is not.
b. The woman is interested; the man is not.
c. Both are interested.
- 4. a. The man agrees; the woman disagrees.
b. The woman agrees; the man disagrees.
c. Both agree.

Section 8

You are now going to hear a short conversation between two speakers, as well as a narrative. Both the conversation and the narrative will be read to you twice. Immediately after hearing each of them, decide on the correct answer from your question paper and underline the correct option (a-c).

- 1. According to the conversation:
 - a. Life in the city is boring.
 - b. Life in the village is peaceful.
 - c. People in the city enjoy sports more.
- 2. From the conversation we learn that:
 - a. In a debate, every debater has his own views.
 - b. The debater who speaks first is the winner.
 - c. The debaters do not listen to each other.
- 3. According to the narrative:
 - a. The reader is always present when we write.
 - b. The writer does not need to think before he writes.
 - c. Writing is much more than the production of symbols.
- 4. From the narrative we learn that:
 - a. Communicating effectively means organising sentences coherently.
 - b. Communicating effectively means writing two to three unrelated sentences.
 - c. Communicating effectively means arranging symbols on a flat surface.

Activity 2

Read the answers to the questions below. From the questions (a-c), select the one for which the given sentence is the appropriate answer. Use the word in **bold** to help you determine the answer.

- 1. The colours blue and yellow combine to make **green**.
 - a. Which two colours combine to make green?
 - b. To make green what do you do with blue and yellow?
 - c. Blue and yellow combine to make which colour?

2. Mount Everest is the tallest **mountain** in the world.
 - a. What is Mount Everest?
 - b. Mount Everest is the tallest what?
 - c. Where is Mount Everest?

3. **Aminata** rode her bicycle to the market to buy rice.
 - a. Where did Aminata ride her bicycle?
 - b. What did Aminata go to buy?
 - c. Who rode the bicycle to the market?

4. I paid **5,000 Leones** for this item.
 - a. How much did you pay?
 - b. What did you buy?
 - c. Where did you buy the item?

5. The race will take place next Saturday at the **stadium**.
 - a. When will the race take place?
 - b. What will take place next Saturday?
 - c. Where will the race take place?

Answer Key

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)

Practice Activity: PHL4-L049

1. c	11. d	21. c	31. c
2. d	12. c	22. d	32. b
3. a	13. b	23. a	33. b
4. d	14. b	24. b	34. c
5. a	15. d	25. a	35. c
6. b	16. a	26. c	36. d
7. b	17. a	27. a	37. d
8. b	18. a	28. c	38. a
9. c	19. b	29. d	39. b
10. a	20. b	30. b	40. d

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)

Practice Activity: PHL4-L050

1. c	11. a	21. d	31. d
2. c	12. c	22. b	32. b
3. a	13. a	23. b	33. a
4. a	14. a	24. a	34. c
5. a	15. b	25. b	35. a
6. d	16. d	26. b	36. b
7. c	17. a	27. c	37. c
8. b	18. b	28. c	38. d
9. b	19. c	29. c	39. b
10. c	20. a	30. d	40. a

Lesson Title: Mock Examination: Paper 2A – Essay Writing

Practice Activity: PHL4-L051

The essays in this examination are informal letters.

Organisation – 10 marks

You are to write an informal letter with the following features:

1. Your (the writer's) address on the top right-hand side of the page
2. The date (after your address)
3. The salutation (Examples: Dear Jane; Dear Papa; Dear Joseph)
4. An introductory paragraph:
 - This is where you exchange pleasantries; ask about the recipient's health.
 - Mention your studies, work and your own health.
 - This paragraph is usually short.
5. The body of the letter:
 - This is normally written in three or four paragraphs explaining/discussing the main purpose for writing.
 - Write one paragraph for each point discussed.
 - The paragraphs must have a logical sequence and be of equal weight.
6. A concluding paragraph:
 - This is the final paragraph where you can sum up your discussion and send greetings to people familiar to both of you.

7. Subscript/signing off (Examples: Yours sincerely, Yours affectionately, Your friend, Your son, Your cousin) followed by a comma on one line and your first name **only** on the next line, followed by a full stop.

Expression – 20 marks

You must express yourself clearly in English using appropriate vocabulary. Informal letters are meant to be chatty. You can include jokes, slang or colloquialisms in letters to your friend or contemporary, but letters to your parents or elders should be respectful and not include slang. Contracted forms (can't, won't, I'll) can be used. There should be a variety of sentence patterns – short and long forms.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Content – 10 marks

In **Question 1**, you are to write a letter to your sister living abroad, dissuading her from returning home for good just yet. This is a persuasive essay. You are to give her three or four reasons why she must stay abroad for a little longer and not return home. The reasons you give must be convincing. Each point must be discussed in detail with explanations and examples. Your points may include:

1. Sierra Leone is not politically stable.
2. Sierra Leone has economic hardship.
3. Good jobs are difficult to find.
4. Given the standard of living she is used to abroad, she might find living in Freetown a bit difficult – frequent power cuts, inadequate water supply, poor transport facilities.
5. Accommodation is a problem. There is no more room in the family house; the flat downstairs has been rented out for two years; renting a decent house is very expensive – it could cost up to \$4,000.

In **Question 2**, you are to write a letter to your father explaining to him why you have failed the WASSCE twice.

This is a narrative essay. You are to explain three or four different – but related – reasons that led to you failing the WASSCE not once, but twice. The reasons you give must be discussed in detail with explanations and examples. Your reasons may include:

1. You did not prepare adequately for the examination: You did not have textbooks and you did not study enough.
2. You did not have adequate tuition.
3. You had financial problems and that affected your studies.
4. You may have been affected as well by emotional or psychological troubles.

In **Question 3**, you are to describe your new neighbourhood to your cousin and give him or her three reasons why you dislike the new area. This is a descriptive essay. There are two parts to this essay – one is the description of the area (the size, location, type of houses and the people); the other is to discuss at least three reasons why you dislike the neighbourhood. The reasons you give must be different, but related. Each point must be discussed in detail with explanations and examples. Your reasons may include:

1. The area is overcrowded.
2. The area is filthy.
3. The area is noisy.
4. It is too far away from town or your school or recreational centres.
5. The area may lack basic water or electricity supply.

OR

1. The area may be too quiet for your liking. You prefer the vibrant neighbourhood you are used to.

2. You have been taken away from your friends, and the people in this new neighbourhood seem unfriendly or arrogant.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review
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Practice Activity: PHL4-L052

The essays in this examination require creative writing.

Organisation – 10 marks

Creative writing involves creating a story illustrating a saying, or ending with a particular sentiment; for example, regret, anxiety or happiness.

The stories you write may be imaginary or drawn from real life experiences.

You can write the story using the first-person narrative (I) or the third-person narrative (He/She).

You are to write a story with the following features:

8. The story must have a plot (a sequence of events).
 - The events of the story must have an introduction, a climax and a conclusion.
9. The introductory paragraph must contain details of time (date), place and names of characters.
10. The body paragraphs that come after the introduction must be well developed and the events narrated must be explained in detail.
 - A good description of characters and events would make the story well understood.
11. The conclusion of the story must be connected in meaning and relevance to the saying being illustrated.

Expression – 20 marks

In creative writing, the choice of words used must be very effective to create the right atmosphere and set the mood of the story. A mixture of various sentence types can be used. Short sentences can be used for effect. Dialogue, with the correct use of the inverted commas and other punctuation marks, is effective in story writing.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Content – 10 marks

In **Question 1**, you are to write a story to illustrate the saying, 'Too many cooks spoil the broth'. A clear understanding of this saying is necessary in order for you to write the story. The saying means that when too many people are involved in trying to do the same thing, the final result will not be good.

You should write a story that is real (happened to you or someone else) or imaginary, in which the meaning of the saying will be evident. The story must be believable.

Example:

- John was a brilliant young boy who had been achieving excellent results in school.
- When John was promoted to JSS 3, he had to take the BECE.
- His parents, grandparents, teachers and pastor all wanted him to have the best result in the country.
- All the people listed above proposed various ways for John to achieve this.
- John ended up being confused by all the things he had to do.
- In the end, John took the BECE and did not do well at all; he only got an average pass.

In **Question 2**, you are to write a story ending with the words '... and I learnt my lesson too late'. This will be a story of something that you regret.

The events of the story must connect well with the line at the end.

The story you write can be real (happened to you or someone else) or imaginary. The story must be believable.

Example:

- When I was in SSS 1 I was given all the privileges and support from my parents.
- Being in senior secondary school went to my head and I refused to take my schoolwork seriously.
- I thought I knew it all; I refused to listen to the advice of my teachers and parents.
- I fell into bad company and at the end of the academic year I failed.
- My friends passed and, in addition, were chosen for a three-month school exchange program in Great Britain because of their hard work.
- I came to my senses; I had missed a golden opportunity, but I learnt my lesson too late.

Lesson Title: Mock Examination: Paper 2B – Comprehension

Practice Activity: PHL4-L053

Activity 1

1. He thought that the pupils were mature enough to comport themselves well, and he wanted them to like him.
2. The outcome was that the writer allowed his pupils a lot of freedom.
3. The pupils misbehaved in class.
4. The writer gave the pupils rules and enforced them himself.
5. The writer read books on discipline and sought help from his colleagues
6. ‘... before the second-term holidays ...’
 - a. This is an adverbial phrase of time.
 - b. It modifies the verb ‘had’.
7. It means that he made sure that the pupils obeyed the rules strictly.
8. Example synonyms:
 - a. strict
 - b. plans
 - c. respectful
 - d. necessary

Activity 2

1. He learned that it is better to first enforce strict discipline and then relax the rules rather than starting with a lot of freedom.
2. It means that he asked experienced teachers for help.
3. Example synonyms:
 - a. producing
 - b. warned
 - c. effectively
 - d. developed

Lesson Title: Mock Examination: Paper 2C – Summary

Practice Activity: PHL4-L054

Activity 1

Example answers:

1. Four benefits of genetic engineering are:
 - a. It can be used to cure serious or incurable diseases.
 - b. It can slow down the ageing process in man.
 - c. Doctors can now prevent many diseases before a child is born.
 - d. It can produce cheaper varieties of crops and livestock.

2. Two dangers inherent in genetic engineering are:
 - a. Harmful microbes may escape from the laboratory into the world.
 - b. This knowledge can be used by man for destructive purposes.

Activity 2

Example answers:

1. Three advances in genetic engineering are:
 - a. Scientists can now identify the specific gene responsible for a disease and replace diseased genes with healthy genes.
 - b. Scientists can now grow or cultivate organs to use in transplant surgery.
 - c. Scientists can now clone plants and animals.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)
Practice Activity: PHL4-L055

Activity 1

Section 1

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

Section 2

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

Section 3

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

Section 4

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

Section 5

1. b. 2. c. 3. a. 4. b. 5. b. 6. d. 7. c. 8. d.

Activity 2

1. b. 2. d. 3. b. 4. a. 5. c. 6. a. 7. c. 8. d. 9. b. 10. a. 11. c. 12. d. 13. a. 14. b. 15. b.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)
Practice Activity: PHL4-L056

Activity 1

Section 6

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

Section 7

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

Section 8

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

Activity 2

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

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)
Practice Activity: PHL4-L057

- | | | | |
|-------|-------|-------|-------|
| 1. b | 11. c | 21. d | 31. a |
| 2. d | 12. b | 22. c | 32. b |
| 3. b | 13. a | 23. d | 33. d |
| 4. c | 14. d | 24. b | 34. c |
| 5. b | 15. b | 25. a | 35. b |
| 6. d | 16. c | 26. c | 36. a |
| 7. b | 17. b | 27. b | 37. b |
| 8. a | 18. d | 28. b | 38. c |
| 9. c | 19. c | 29. b | 39. d |
| 10. a | 20. b | 30. a | 40. c |

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)

Practice Activity: PHL4-L058

1. d	11. b	21. b	31. d
2. a	12. d	22. d	32. a
3. c	13. d	23. c	33. c
4. d	14. d	24. b	34. c
5. d	15. d	25. d	35. c
6. b	16. a	26. b	36. a
7. b	17. b	27. c	37. b
8. b	18. c	28. a	38. d
9. c	19. c	29. d	39. c
10. a	20. b	30. d	40. a

Lesson Title: Mock Examination: Paper 2A – Essay Writing

Practice Activity: PHL4-L059

The essays in this examination are formal or official letters.

Organisation – 10 marks

You are to write a formal letter with the following features:

12. Your (the writer's) address on the top right-hand side of the page:
 - It can be the official address (the address of the institution the writer belongs to).
13. The date (after your address)
14. The designation (title) and full address of the recipient on the left-hand of the page.

Example: The Editor,
For Di People Newspaper
Rawdon Street,
Freetown.
15. The salutation (Examples: Dear Sir; Dear Madam)
16. The title of the letter. (Example: The Menace of Street Begging in Freetown)
17. An introductory paragraph:
 - This is where you state the purpose or reason for your letter.
 - It must be brief and to the point.
 - Do not engage in pleasantries.
 - This paragraph is usually short.
18. The body of the letter:
 - This is normally written in three or four paragraphs explaining/discussing the main purpose for writing.
 - Write one paragraph for each point discussed
 - The paragraphs must have a logical sequence and must be of equal weight.
19. A concluding paragraph:
 - This is the final paragraph where you can sum up your discussion and express hope that the points you discussed will be taken into consideration.
20. Subscript/signing off (Example: Yours faithfully) followed by a comma on one line, your signature on the next line and your full name (first name and surname) on the next line followed by a full stop.

Expression – 20 marks

You must express yourself clearly in English using appropriate vocabulary. Formal letters are meant to be official. The language and style should be formal. The letter should be polite and respectful. Emotions should be controlled and expressed decently. Jokes, slang and colloquialisms should not be used, nor should contracted

forms (can't, won't, I'll). There should be a variety of sentence patterns – short and long forms.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Content – 10 marks

In **Question 1**, you are to write a letter to the Chairman of the Board of Governors of your school describing the poor state of the canteen and its facilities in your school. The points you highlight must be persuasive enough for the Chairman to come to the aid of the school quickly. Each point must be discussed in detail with explanations and examples. Problems may include the following, together with their causes and effects:

1. The canteen's building is dilapidated.
2. The canteen has inadequate seating accommodation.
3. The canteen is filthy.
4. The food prepared is unhygienic and unhealthy.
5. There is hardly ever enough food.
6. There is no variety; the same type of food is prepared day after day.
7. The attitude of the canteen staff is unbecoming.

In **Question 2**, you are to write to the chairman of your Local Government Council expressing your views on how to curb violence among youths in your community. You can begin by discussing ways in which the youths display violence and the effects of such violent behaviour. But the main focus of your discussion must focus on the ways in which the violent behaviour can be restrained or controlled. Your points must be discussed in detail with explanations and examples. The points you make may include:

1. Youths must be provided with recreational centres so that they can channel their energy in the right direction.
2. The Ministry of Youth and Sports should be more active in engaging the youth in developmental programs and activities.
3. Campaigning against violence must be done in schools, churches/mosques and the media.
4. The police should be more vigilant at activities and gatherings where youth are present.
5. Perpetrators of violent acts must be punished (imprisoned).
6. A ban or suspension must be put on all cliques or clubs that are known to be violent.

In **Question 3**, you are to write a letter to the editor of a national newspaper discussing the menace of street begging and suggesting ways in which it can be stopped. This essay has two parts: One is to discuss how street begging is a menace – its causes and its effects – and the second is to suggest at least three ways of stopping it. Each point must be discussed in detail with explanations and examples. The points you make may include:

1. Causes: Street begging occurs when people are incapacitated or otherwise disabled. Also, some lazy people see begging as a lucrative business. Instead of working to earn a living, they prefer money be handed out to them.
2. Effects: Street begging is a menace because society is robbed of resourcefulness from able-bodied men and women. Some street beggars are pickpockets and thieves; some are violent and engage in other forms of crime on the streets. Additionally, beggars on the city streets are an eye sore – they spoil the beauty of the city.
3. Solutions:

- a. Street begging can be stopped if the government offers homes, facilities and support for the disabled.
- b. Able-bodied men and women who engage in begging should be discouraged from hanging around in the streets.
- c. Some form of labour – in agriculture or health and sanitation ministries, for example – can be provided to some street beggars.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review
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Practice Activity: PHL4-L060

The essays in this examination require creative writing.

Organisation – 10 marks

Creative writing involves creating a story illustrating a saying, or ending with a particular sentiment, for example regret, anxiety or happiness.

The stories you write may be imaginary or drawn from real-life experiences.

You can write the story using the first-person narrative (I) or the third-person narrative (He/She).

You are to write a story with the following features:

21. The story must have a plot (a sequence of events).
 - The events of the story must have an introduction, a climax and a conclusion.
22. The introductory paragraph must contain details of time (date), place and names of characters.
23. The body paragraphs that come after the introduction must be well developed and the events narrated must be explained in detail.
 - A good description of characters and events would make the story well understood.
24. The conclusion of the story must be connected in meaning and relevance to the saying being illustrated.

Expression – 20 marks

In creative writing, the choice of words used must be very effective to create the right atmosphere and set the mood of the story. A mixture of various sentence types can be used. Short sentences can be used for effect. Dialogue, with the correct use of the inverted commas and other punctuation marks, is effective in story writing.

Mechanical Accuracy / Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Content – 10 marks

In **Question 1**, you are to write a story ending with the words, 'Thank goodness it was just a dream'. This will be a story expressing suspense, anxiety or fear.

The events of the story must connect well with the line at the end.

The story you write can be real (happened to you or someone else) or imaginary.

The story must be believable.

For example:

- I went out with friends one night without the permission of my parents.
- There was a show at the stadium at which a popular musician was performing.
- My friends and I were having a good time dancing the night away, when at around 2 a.m. we heard gun shots.
- A group of armed men had entered the area where we were and they were beating people up.
- I was hit on the head and I passed out.
- Later I awoke in a big, empty room. I was all alone and tied to a chair.

- Then one of the armed men came in with a phone, instructing me to call my parents and demand, on their behalf, a sum of fifty million leones or I would be killed.
- I started screaming, begging for mercy. Then I heard someone calling my name. I woke up and realised I was having a nightmare. I said, 'Thank goodness it was just a dream'.

In **Question 2**, you are to write a story to illustrate the saying, 'Make hay while the sun shines'. A clear understanding of this saying is necessary in order for you to write the story. The saying means that you should do something when the time and conditions are available or suitable. In other words, you should make the best use of an opportunity.

You should write a story that is real (happened to you or someone else) or imaginary, in which the meaning of the saying will be evident. The story must be believable.

Example:

- Saido is the youngest of six children and his parents struggled to see him through school.
- Fortunately, he worked hard in school and resisted the temptation many a time to be a troublemaker.
- As soon as he finished university, his father died; shortly after, his mother also passed away.
- He was deeply saddened by his parents' passing. However, he was happy that he had committed to becoming educated when he had the opportunity, as his other siblings, though older than him, were not well off enough to assist with his education.

Lesson Title: Mock Examination: Paper 2B – Comprehension

Practice Activity: PHL4-L061

Activity 1

1. The baboons swarmed across the bridge.
2. The incident was that a baboon was found sleeping in the cockpit of a plane.
3. They installed electric flares alongside the runways.
4. The writer suggests building an electrified fence around the airport.
5. The Matabeles fear that if the baboons disappear, the river will dry up and waterfalls will cease.
6. The figure of speech used is personification.
7.
 - a. It is a noun phrase.
 - b. It is the subject of the verb 'have complained'.
8. Example synonyms:
 - a. beautiful
 - b. offenders
 - c. implored

Activity 2

1. The text refers to the war between man and baboon taking place in Zambia.
2. They were declared the enemy when they began stealing from hotel guests.
3. '... the smoke that thunders...'
 - a. It is a metaphor.
 - b. It refers to the waterfalls.
4. Example synonyms:
 - a. serious
 - b. confrontation
 - c. sadly

Lesson Title: Mock Examination: Paper 2C – Summary

Practice Activity: PHL4-L062

Activity 1

1. Six steps to be taken when faced with a problem are:
 - a. Gather all relevant data to have something definite to deal with.
 - b. Give some serious thought to the problems to think of solutions.
 - c. Examine all possible solutions to come to a final choice.
 - d. Review the problem afresh to confirm the final choice.
 - e. Consult a friend for clarification.
 - f. Deal with the problem promptly to avoid complications.

Activity 2

1. Two ways of assessing a problem are:
 - a. Gather all relevant data to have something definite to deal with.
 - b. Write down what the problem is in simple terms.
2. Two benefits of consulting a friend for advice are:
 - a. It allows you to focus on the problem and identify the key factors.
 - b. By describing your problem, you will see the possible solutions more clearly.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)

Practice Activity: PHL4-L063

Section 1

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

Section 2

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

Section 3

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

Section 4

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

Section 5

1. c. 2. c. 3. b. 4. d. 5. a. 6. b. 7. d. 8. a.

Activity 2

1. a. 2. b. 3. d. 4. a. 5. c. 6. b. 7. b. 8. d. 9. c. 10. b. 11. a. 12. d. 13. a. 14. b. 15. c.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)

Practice Activity: PHL4-L064

Activity 1

Section 6

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

Section 7

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

Section 8

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

Activity 2

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

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)

Practice Activity: PHL4-L065

1. b 11. a 21. c 31. d
2. a 12. c 22. c 32. a
3. b 13. c 23. a 33. d

4. c	14. a	24. c	34. a
5. c	15. b	25. c	35. c
6. d	16. a	26. d	36. c
7. c	17. c	27. c	37. a
8. d	18. d	28. b	38. d
9. d	19. b	29. d	39. c
10. d	20. b	30. d	40. a

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)

Practice Activity: PHL4-L066

1. c	11. c	21. a	31. c
2. c	12. a	22. d	32. d
3. d	13. d	23. b	33. d
4. c	14. c	24. b	34. c
5. b	15. a	25. b	35. a
6. c	16. b	26. d	36. d
7. a	17. a	27. a	37. c
8. c	18. c	28. d	38. b
9. a	19. b	29. d	39. d
10. c	20. a	30. a	40. a

Lesson Title: Mock Examination: Paper 2A – Essay Writing

Practice Activity: PHL4-L067

The essays in this examination are articles for publication.

Organisation – 10 marks

You are to write an article with the following features:

25. The title of the article clearly written at the top of the page and underlined.

Examples:

- Problems Pupils Face in School
- The Benefits of the Government Investing in Agriculture

26. Your (the writer's) full name, either immediately after the title or at the end of the essay/article.

27. An introductory paragraph:

- This is where you give the reader an insight to the topic or a general idea of the topic.
- This paragraph is usually short.

28. The body of the letter:

- This is normally written in three or four paragraphs, explaining the main purpose for writing.
- Write one paragraph for each point discussed
- The points must be presented in logical sequence and the paragraphs must be of equal weight.

29. A concluding paragraph:

- This is the final paragraph where you can sum up your discussion and point of view.

30. Your (the writer's) full name at the end of the article if it was not written after the title.

Expression – 20 marks

You must express yourself clearly in English using appropriate vocabulary. The language used must be formal, as this is an article for publication in a magazine or

newspaper. Slang should not be used, nor should contracted forms or abbreviations. Emotive language, if used, must be controlled.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Content – 10 marks

In **Question 1**, you are to write an article for publication in your school magazine about some problems pupils face in school and suggest ways of tackling these problems. Each point must be discussed in detail with explanations and examples. This essay has two parts: the problems and the possible solutions. Problems pupils face may include:

1. The school facilities, such as the library, laboratory, canteen, furniture and sports courts are inadequate.
2. The teaching staff are untrained and unqualified and have poor teaching methods.
3. School fees are too high and pupils are unable to afford to complete senior secondary.
4. Senior pupils and prefects bully younger pupils.
5. Pupils experience peer pressure daily.
6. Pupils abuse drugs, alcohol and sex.
7. Unplanned pregnancies often occur.
8. Poverty leads to pupils dropping out of school.

When writing suggestions on ways of tackling these problems, you may write separate paragraphs, or you may write one suggestion after each problem discussed.

In **Question 2**, you are to write an article for publication in a national magazine on the benefits of the government investing in agriculture. Each point must be discussed in detail with explanations and examples. Benefits may include:

1. The people of Sierra Leone will have food security.
2. The government will spend less on importing foodstuffs, especially rice, beef and chicken.
3. Foodstuffs grown and cattle reared and marketed in Sierra Leone will be affordable.
4. Sierra Leone can also be an exporter of agricultural produce such as rice, cacao, coffee, palm oil and gari.
5. There will be an increase in the country's GDP (gross domestic product).
6. Agriculture contributes to national revenue and economic development.
7. There will be more job opportunities as employment will be created.

In **Question 3**, you are to write an article suitable for publication in an international magazine on the topic: 'Sierra Leone: The Beautiful Gem of West Africa'. In this article, you are going to discuss the qualities that Sierra Leone possesses which make it a gem – that is, something beautiful and precious. It is likely that in this magazine you are going to advertise the country to tourists or potential investors. Qualities may include:

1. Sierra Leone is peaceful.
2. The people are hospitable and friendly.
3. Sierra Leone has a rich food culture.
4. Visiting Sierra Leone is not overly expensive.
5. The country has a host of beautiful beaches and resorts.
6. It has historic sites, national parks and forest reserves.

Question 1

Content – 10 marks

You are to write a letter to your aunt who is a doctor and who wants you to study medicine at the university. You are to tell her you do not want to study medicine like she did and you have chosen another field of study. Tell her about this and why you have chosen it.

Example:

You may say you want to study entrepreneurship at the university. Tell her what entrepreneurship is, explain in detail two or three reasons why you have chosen to study it and what job opportunities are open to you if you become an entrepreneur.

Organisation – 10 marks

You are to write the letter with the following features:

31. Your address (on the top right-hand side of the page)
32. The date (after your address)
33. The salutation (Dear Aunty Jane/Dear Aunty)
34. An introductory paragraph:
 - This is where you exchange pleasantries, ask about your aunt's health, study or work happenings and mention your own health or studies.
 - This paragraph is usually short.
35. The body of the letter:
 - This should be written in three or four paragraphs explaining/discussing the main purpose for writing
 - Write one paragraph for each point discussed.
 - The paragraphs must be of equal weight.
36. A concluding paragraph:
 - This is the final paragraph where you can sum up your discussion and send greetings to people familiar to both of you.
37. The subscript/signing off:
 - 'Yours sincerely', 'Yours affectionately', 'Your niece/Your nephew', followed by a comma on one line and your first name **only** on the next line, followed by a full stop.

Expression – 20 marks

You must express yourself clearly in English, using appropriate vocabulary. Informal letters are meant to be chatty, but as this is a letter to your aunt, it should be respectful and not include slang. Contracted forms (can't, won't, I'll) can be used. There should be a variety of sentence patterns – short and long forms.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Question 2

Content – 10 marks

You are to write an article suitable for publication in a magazine on the need for government to encourage youths to participate in sports other than football. Each point must be discussed in detail with examples.

The points you discuss may include:

1. The participation of youths in football is overwhelming. Every youth is interested in football and only a few stars are spotted.
2. Youths need to explore other sports and identify their talents.
3. So much talent is wasted because youths are not exposed to other sports.
4. The government needs to invest in other forms of sports and encourage youths to participate in order to reduce vagrancy and the rate of violence and other crime.

5. Participation in other sports would earn the country recognition and fame if the youths excelled in them.

Organisation – 10 marks

You are to write the article with the following features:

1. The title of the article clearly written at the top of the page and underlined: The Need for Youths to Participate in Other Sports besides Football
2. Your full name either immediately after the title or at the end of the essay/article.
3. An introductory paragraph:
 - This is where you give the reader an insight into the topic or a general idea of the topic.
 - This paragraph is usually short.
4. The body of the letter:
 - This is normally written in three or four paragraphs explaining/discussing the main purpose for writing.
 - Write one paragraph for each point discussed.
 - The points must be presented in logical sequence and the paragraphs must be of equal weight.
5. A concluding paragraph:
 - This is the final paragraph where you can sum up your discussion/point of view.
6. Your full name at the end of the article if it was not written after the title.

Expression – 20 marks

You must express yourself clearly in English, using appropriate vocabulary. The language used must be formal, as this is an article for publication in a magazine. Slang should not be used, and neither should contracted forms or abbreviations. Emotive language, if used, must be controlled.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension

Practice Activity: PHL4-L069

Activity 1

1. The Oba's decision was unwise because when two magicians performed at the same, they were most likely to clash.
2. The indications that the town was very small are:
 - a. Drumming at one end could be heard from the other end.
 - b. People could move from one end of town to the other to watch and compare the performances.
3. His intention was to disgrace the younger man and to assert his supremacy, save face and vent his anger.
4. The mention of the name Olubale saved him. The older magician ordered the bees away.
5. He reversed his action because he realised that the young man was his son.
6.
 - a. It is a metaphor.
 - b. It means that there was ecstatic and frenzied drumming, or loud and exciting drumming.
7.
 - a. It is an adjectival/relative clause.
 - b. It qualifies the noun 'bees'.
8. Example synonyms:
 - a. severe
 - b. dull
 - c. amazing

Activity 2

1. The magician appeared to break the laws of physics by balancing in the air.
2.
 - a. It is personification.
 - b. It means that the bees came to sting him.
3. Example synonyms:
 - a. deadly
 - b. left
 - c. admirer

Lesson Title: Mock Examination: Paper 2C – Summary

Practice Activity: PHL4-L070

Activity 1

1. Four positive roles of the press are:
 1. It gives information on current affairs.
 2. It speaks for the oppressed.
 3. It gives information to societies that lack institutions of learning.
 4. It advertises employment information.
2. Two negative roles of the press are:
 - a. It causes trouble among people.
 - b. It contributes to moral decadence.

Activity 2

1. According to the writer, the press should strive to promote the following four values: peace, order, progress and prosperity.
2. Job seekers search for jobs by going to offices and employment agencies. The press can help them because newspapers and periodicals have employment advertisements.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)
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Practice Activity: PHL4-L071

Section 1

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

Section 2

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

Section 3

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

Section 4

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

Section 5

1. b. 2. c. 3. a. 4. c. 5. a. 6. b. 7. d. 8. b.

Activity 2

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

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)
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Practice Activity: PHL4-L072

Activity 1**Section 6**

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

Section 7

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

Section 8

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

Activity 2

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

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)**Practice Activity:** PHL4-L073

1. c	11. b	21. a	31. b
2. a	12. c	22. a	32. d
3. c	13. c	23. c	33. c
4. a	14. b	24. a	34. b
5. c	15. b	25. c	35. a
6. a	16. d	26. c	36. d
7. a	17. b	27. d	37. a
8. d	18. b	28. d	38. d
9. a	19. b	29. c	39. c
10. c	20. d	30. a	40. a

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)**Practice Activity:** PHL4-L074

1. b	11. d	21. a	31. a
2. b	12. d	22. a	32. b
3. d	13. a	23. b	33. d
4. a	14. c	24. c	34. c
5. d	15. a	25. d	35. b
6. b	16. a	26. c	36. b
7. c	17. d	27. a	37. b
8. b	18. c	28. d	38. b
9. b	19. c	29. b	39. a
10. c	20. c	30. c	40. d

Lesson Title: Mock Examination: Paper 2A – Essay Writing**Practice Activity:** PHL4-L075

The essays in this examination involve writing speeches to be delivered on specific occasions.

Organisation – 10 marks

You are to write a speech with the following features:

1. Vocatives:

- A speech usually starts with vocatives in the introductory paragraph.
Examples: Chairmen, Principal, Members of Staff, Fellow Students, Members of the Market Women Association, Distinguished Ladies and Gentlemen
- Choose the vocative which is most appropriate to your context.

2. An introductory paragraph:

- This is where you introduce the topic or state the purpose of your speech.
- This paragraph is usually short.

3. The body of the essay:

- This is normally written in three or four paragraphs explaining the main purpose for writing.
- Write one paragraph for each point discussed.

- The paragraphs must have logical sequence and must be of equal weight.
4. A concluding paragraph:
- This is the final paragraph, where you can sum up your discussion.
 - Here, the vocatives may be repeated while thanking the audience for their attention.

Expression – 20 marks

You must express yourself clearly in English using appropriate vocabulary. Speeches are meant to be delivered orally; therefore, you must express yourself in short, simple sentences to help your audience follow your train of thought. Oratory techniques like rhetorical questions and contracted forms can be used. Speeches tend to be formal in nature, so there is no room for slang, and emotive language should be controlled.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Content – 10 marks

In **Question 1**, you are to write a speech to deliver to new pupils of SSS 1 on how they can make their time at the school a success. As Senior Prefect, you are to discuss ideas that are relevant to school life and activities. At least three aspects must be discussed in detail, with explanations and examples. The advice you give may include:

1. The entrants must be punctual and regular in school and never be truant.
2. They must be hardworking and take their academic work seriously.
3. They must obey and respect authority.
4. They must not be distracted by bad company, idle chatter or too many extra-curricular activities, such as sports.

You can also include in your discussion penalties pupils may receive if they break rules, disrespect authority, fail to do assignments or skip classes.

In **Question 2**, you are to write a speech to deliver during a visitation ceremony of an NGO that sponsors educational projects. You are to highlight the areas in the school that need urgent attention. Each point must be discussed in detail with examples and explanations. The areas you highlight may include:

1. The library is small and dilapidated with outdated books.
2. The computer laboratory has only 10 computers, some of which do not work.
3. The equipment and chemicals in the science laboratories need upgrading.
4. The school is in dire need of Internet services.
5. The furniture is in short supply.
6. The teaching staff needs refresher courses.

In **Question 3**, you are to write a speech to be delivered to a group of traders on the need for proper sanitation to be practised in the marketplace. The essay can start with a discussion of causes and effects of poor sanitation in the marketplace and then go on to discuss the benefits of practising proper sanitation. Each point must be discussed in detail with explanations and examples. The benefits you discuss may include:

1. Proper sanitation at the marketplace will protect food from being contaminated.
2. Traders selling in a clean environment will be safe from sickness and diseases.
3. Drinking clean and safe water can protect against diarrhoea and cholera.
4. Having proper disposal of sewage prevents diseases.
5. The market will be attractive to customers; people will prefer coming to that market and this could increase their sales.

Lesson Title: Mock Examination Paper 2A – Essay Writing Review

Practice Activity: PHL4-L076

Question 1

Content – 10 marks

You are to write a speech on the topic: 'The need for quality education in our schools' to be delivered at a conference for youths organised by Salone Young Voices Television. You are to discuss the present state of education in schools and say whether it lacks quality or not. If it does lack quality, what are the causes and effects? If there is a need for quality education, then you are to discuss the benefits quality education will bring about. Each point must be discussed in detail with examples and explanations.

Your points about the need for quality education may include:

1. The present school system is plagued with mediocrity and teaching is substandard:
 - Teachers are not knowledgeable in their subject areas and they do not make an effort to improve upon themselves.
 - Many teachers are preoccupied with making money rather than with teaching.
 - Most schools have untrained and unqualified teachers; some subjects lack teachers.
 - If teachers are not paid on time or if they are not well paid, this affects their output.
2. Quality education will improve the teaching and learning process in schools. The schools will boast graduates who can read, write and articulate well. They will be well equipped to take their place in society.
3. Quality education would lead to national development; poor-quality education is often said to be more destructive than wars.

Organisation – 10 marks

You are to write the speech with the following features:

1. Vocatives in the introductory paragraph (Mr Chairman, Distinguished Ladies and Gentlemen)
2. An introductory paragraph:
 - This is where you introduce the topic of your speech or state the purpose of your speech.
 - This paragraph is usually short.
3. The body of the essay:
 - This is normally written in three or four paragraphs explaining/discussing the main purpose for writing.
 - Write one paragraph for each point discussed.
 - The paragraphs must have logical sequence and must be of equal weight.
4. A concluding paragraph:
 - This is the final paragraph where you can sum up your discussion.
 - Here, the vocatives may be repeated while thanking the audience for their attention.

Expression – 20 marks

You must express yourself clearly in English, using appropriate vocabulary. Speeches are meant to be delivered orally; therefore, you must express yourself in short, simple sentences to make your audience follow your train of thought. Oratory techniques like rhetorical questions and contracted forms can be used. Speeches tend to be formal in nature so there is no room for slang and emotive language should be controlled.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Question 2

Content – 10 marks

You are to write a letter to the Principal of your school suggesting ways of making pupils perform better at WASSCE.

A good essay should start with a discussion of the causes of the poor performance, followed by the effects.

The main discussion should be centred on three or four suggestions for improving the pass rates in the school.

The ways of helping pupils perform better may include:

1. Having extended hours after school for extra instruction for all SSS 4 pupils
2. The administration insisting that all SSS pupils have textbooks
3. Having only qualified and experienced teachers teach pupils in SSS 3 and 4
4. Sensitising parents about the importance of the WASSCE and having them provide pupils with all the necessary support

Organisation – 10 marks

You are to write the letter with the following features:

1. Your address on the top right-hand side of the page
 - It can be your school address or your home address.
2. The date (after your address)
3. The designation (title) and full address of the recipient on the left-hand corner of the page.

Example:

The Principal,
Methodist Girls' High School
Wilberforce,
Freetown.

4. The salutation (Dear Madam,)
5. The title of the letter: 'Ways of Improving Performance at WASSCE'
6. An introductory paragraph:
 - This is where you state the purpose or reason for your letter.
 - It must be brief and to the point.
 - Do not engage in pleasantries.
 - This paragraph is usually short.
7. The body of the letter:
 - This is normally written in three or four paragraphs explaining/discussing the main purpose for writing.
 - Write one paragraph for each point discussed.
 - The paragraphs must have logical sequence and must be of equal weight.
8. A concluding paragraph:
 - This is the final paragraph where you can sum up your discussion and express hope of your points discussed be taken into consideration.
9. The subscript/signing off:
 - 'Yours faithfully', for example, followed by a comma on one line, your signature on the next line, and your full name (first name and surname) on the next line, followed by a full stop.

Expression – 20 marks

You must express yourself clearly in English using appropriate vocabulary. Formal letters are meant to be official. The language and style should be formal. The letter should be polite and respectful. Emotions should be controlled and expressed decently. Jokes, slang or colloquialisms should not be used and neither should contracted forms (can't, won't, I'll). There should be a variety of sentence patterns – short and long forms.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension

Practice Activity: PHL4-L077

Activity 1

1. The theory is that Africans are suffering from a curse inflicted on them by God for some wicked sins committed centuries ago.
2. Three of the geography master's arguments are:
 - a. The African mosquito inflicts deadly malaria, but the British mosquito does not.
 - b. British snakes are not poisonous but African snakes are deadly.
 - c. Sickle cell disease is particular to the black race.
3. The boy's additional argument was that some white men would prefer the brilliant African sunshine to their horribly cold winter.
4. He did not continue to argue because he knew the boy was armed with more facts to counter his arguments.
5.
 - a. This is a metaphor.
 - b. It means to cause disruption.
6.
 - a. This is an adjectival clause/relative clause.
 - b. It qualifies the noun 'poor boy'.
7. Example synonyms:
 - a. unavoidable
 - b. bright

Activity 2

1. The class was upset with the new boy because he had argued with the teacher and disrupted the class.
2.
 - a. It is a rhetorical question.
 - b. It is used to emphasise his point of view.
3.
 - a. It is an idiom.
 - b. It means to try to get an idea of what something will be like before doing it.
4. Example synonyms:
 - a. obsessed with
 - b. monstrous
 - c. left angrily

Lesson Title: Mock Examination: Paper 2C – Summary

Practice Activity: PHL4-L078

Activity 1

1. A good dictionary gives information about language.
2. Two disadvantages of constantly referring to a dictionary are:
 - a. It distracts the reader from following the main ideas of the passage.
 - b. It wastes time or slows down the speed of reading.
3. Three steps that a reader should take are:
 - a. A reader should guess the meaning of the unfamiliar word.
 - b. A reader should read the whole passage.
 - c. A reader should study the structure of the word.

Activity 2

1. Three things a reader ought to know to use a word correctly are:
 - a. A reader ought to know how to link the word with the other words in a sentence.
 - b. A reader ought to know the structures that generally go before or after the word in a sentence.
 - c. A reader ought to know whether the word is formal or informal.

2. Three ways a reader can determine the meaning of a word without using a dictionary are:
 - a. The text may give the definition of the word.
 - b. The text may give examples that help the reader understand the meaning of the word.
 - c. The reader may be able to guess the meaning based upon the context in which the word is used.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)
Practice Activity: PHL4-L079

Activity 1

Section 1

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

Section 2

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

Section 3

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

Section 4

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

Section 5

1. a. 2. d. 3. b. 4. a. 5. c. 6. d. 7. b. 8. a.

Activity 2

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

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)
Practice Activity: PHL4-L080

Activity 1

Section 6

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

Section 7

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

Section 8

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

Activity 2

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

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)
Practice Activity: PHL4-L081

- | | | | |
|-------|-------|-------|-------|
| 1. c | 11. b | 21. c | 31. d |
| 2. c | 12. c | 22. a | 32. c |
| 3. a | 13. b | 23. c | 33. d |
| 4. d | 14. d | 24. d | 34. c |
| 5. b | 15. c | 25. a | 35. d |
| 6. b | 16. d | 26. c | 36. c |
| 7. b | 17. c | 27. a | 37. c |
| 8. a | 18. d | 28. d | 38. c |
| 9. b | 19. a | 29. b | 39. b |
| 10. d | 20. b | 30. d | 40. a |

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)
Practice Activity: PHL4-L082

- | | | | |
|-------|-------|-------|-------|
| 1. b | 11. a | 21. b | 31. c |
| 2. c | 12. c | 22. c | 32. d |
| 3. c | 13. a | 23. d | 33. a |
| 4. d | 14. d | 24. a | 34. b |
| 5. d | 15. b | 25. b | 35. c |
| 6. a | 16. a | 26. a | 36. b |
| 7. c | 17. b | 27. b | 37. c |
| 8. c | 18. c | 28. b | 38. a |
| 9. d | 19. d | 29. c | 39. d |
| 10. c | 20. d | 30. d | 40. a |

Lesson Title: Mock Examination: Paper 2A – Essay Writing

Practice Activity: PHL4-L083

The essays in this examination are debates.

Organisation – 10 marks

You are to write a debate with the following features:

1. Vocatives:
 - A debate usually starts with vocatives in the introductory paragraph.
Examples: Chairman, Principal, Members of Staff, Panel of Judges, Fellow Pupils, Distinguished Ladies and Gentlemen.
 - Choose the vocative which is most appropriate to your context.
2. An introductory paragraph:
 - This is where you introduce the topic of your speech and take a stand **for** or **against** the motion.
Example:
Mr Chairman, Panel of Judges, Distinguished Ladies and Gentlemen. I stand here this afternoon to debate on the motion: 'The school, not the home, is responsible for academic excellence among pupils', and I am against the motion.
 - This paragraph is usually short.
3. The body of the essay:
 - This is where you present your arguments.
 - Your points may be numbered.
 - This is normally written in three or four paragraphs.
 - Write one paragraph for each argument presented.
 - The paragraphs must have logical sequence and must not be conflicting.
 - Paragraphs must be of equal weight.
4. A concluding paragraph:
 - This is the final paragraph, where you can sum up your argument and reinforce or highlight your stand.
 - Here, the vocatives may be repeated while thanking the audience for their attention.

Expression – 20 marks

You must express yourself clearly in English using appropriate vocabulary. Debates are meant to be delivered orally; therefore, you must express yourself in short, simple sentences to make your audience follow your train of thought. Oratory techniques like rhetorical questions and contracted forms can be used. Debates tend to be formal in nature, so there is no room for slang, and emotive language should be controlled. You may comment on an argument a member of the opposing team has made to refute it or make a counter-argument, but you must not dwell on it. State your own arguments with supporting explanations clearly and concisely.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Content – 10 marks

In **Question 1**, you are to write your argument **for** or **against** the motion: 'The school, not the home, is responsible for academic excellence among pupils'. You are to take a stand and argue one side only. Each point you make must be supported with explanations and examples. Your argument may include the following points:

For the motion

1. It is in school that the pupil is exposed to knowledge in a variety of subject areas.
2. The teachers prepare the pupils for academic excellence over a period of three or more years (SSS 1 to SSS 4).
3. The school has an organised and structured system that allows for effective teaching and learning.

Against the motion

1. Pupils that are academically excellent come from homes that are supportive – providing adequate books, study guides, study materials and extra tuition.
2. The home provides the pupil with the emotional environment for him or her to be successful.
3. The home provides food, shelter, clothing and finances to the pupil; these contribute to his or her success.

In **Question 2**, you are to write a speech for or against the motion: 'Women make better teachers than men'. You are to take a stand and argue one side only. Each point you make must be supported with examples and explanations. Your argument may include the following points:

For the motion

1. Women are naturally endowed with certain qualities that make them successful as teachers: They are caring, understanding and empathetic.
2. Women are patient and often take their time to explain concepts and ideas so that even a slow learner can understand.
3. Women tend to care for the pupils' social, cultural, moral and emotional wellbeing – not just their academic success.
4. Women tend not to harass pupils financially or sexually.

Against the motion

1. Men make better teachers because they have a lot of time on their hands to do careful research and prepare lesson notes, while a woman may be occupied with other duties in her home.
2. Some male teachers tend to be firmer and stricter, and can therefore enforce discipline.
3. Men make better teachers in subject areas most women tend to avoid, such as technology, engineering, woodwork and metalwork.

In **Question 3**, you are to write for or against the motion: 'Our nation is not yet ripe for democracy'. You are to take a stand and argue one side only. Each point you make must be supported with examples and explanations. Your argument may include the following points:

For the motion

1. Violence, lawlessness and indiscipline is rife in the nation; therefore, people do not adhere to democratic principles.
2. Injustice causes a lot of the people's rights to be trampled upon; therefore, people do not care about democratic principles.

3. Democratic principles do not hold because of the prevalence of poverty and corruption throughout the country.
4. The elections are not free and fair.
5. The voice of the masses is not heard because of poor representation in parliament.

Against the motion

1. The country is ripe for democracy because people are yearning to have a say in the way they are governed.
2. If this happens, a lot of the anomalies will be amended, and this will cut down on the problems we are facing: lawlessness, violence and indiscipline, corruption, injustice and political interference and dictatorship.
3. The democratic system and structures are in place but they are not executed properly; therefore, the problem is not readiness.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review
Practice Activity: PHL4-L084

Question 1

Content – 10 marks

You are to write a story to illustrate the saying, ‘Make hay while the sun shines’. A clear understanding of this saying is necessary in order for you to write the story. The saying means that you should do something when the time and conditions are available or suitable. In other words, you should make the best use of an opportunity. You should write a story that is real (happened to you or someone else) or imaginary, in which the meaning of the saying will be evident. The story must be believable.

Example:

- Saido is the youngest of six children and his parents struggled to see him through school.
- Fortunately, he worked hard in school and resisted the temptation many a time to be a troublemaker.
- As soon as he finished university, his father died; shortly after, his mother also passed away.
- He was deeply saddened by his parents’ passing. However, he was happy that he had committed to becoming educated when he had the opportunity, as his other siblings, though older than him, were not well off enough to assist with his education.

Organisation – 10 marks

You are to write the story with the following features:

1. Your story must have a plot (a sequence of events).
 - The events of the story must have a beginning, a climax and a conclusion.
2. The introductory paragraph must contain details of time (date), place and names of characters.
3. The body paragraphs that come after the introduction must be well developed and the events narrated must be explained in detail.
 - A good description of characters and events would make the story well understood.
4. A conclusion of the story must connect in meaning and in relevance to the saying being illustrated.

Expression – 20 marks

In creative writing, the choice of words used must be very effective to create the right atmosphere and set the mood of the story. A mixture of various sentence types can be used. Short sentences can be used for effect. Dialogue, with the correct use of inverted commas and other punctuation marks, is effective in story writing.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Question 2**Content – 10 marks**

You are to write a letter to your friend in another town telling him or her about your visit to a newly-built five-star hotel in Freetown. This is a descriptive essay.

1. You can start by stating the date and reason for the visit.
2. Next, give a vivid description of the hotel, for example, the sights, sounds, smells, ambiance, size, number of rooms, services offered.
3. Say what you saw, whom you met and what you did.

Organisation – 10 marks

You are to write the letter with the following features:

1. Your address (on the top right-hand side of the page)
2. The date (after your address)
3. The salutation (Dear Joseph; Dear Jane)
4. An introductory paragraph:
 - This is where you exchange pleasantries; ask about the friend's health, study or work happenings and mention your own health or studies.
 - This paragraph is usually short.
5. The body of the letter:
 - This should be written in three or four paragraphs, giving a vivid description of the hotel.
 - The paragraphs must be of equal weight.
6. A concluding paragraph:
 - This is the final paragraph, where you can sum up your discussion and send greetings to people familiar to both of you.
7. The subscript/signing off:
 - 'Yours sincerely', 'Yours affectionately', 'Your friend', followed by a comma on one line and your first name **only** on the next line, followed by a full stop.

Expression – 20 marks

You must express yourself clearly in English, using appropriate vocabulary. Friendly letters are meant to be chatty. You can include jokes, slang or colloquialisms in this letter. Contracted forms (can't, won't, I'll) can be used. There should be a variety of sentence patterns – short and long forms.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension
Practice Activity: PHL4-L085

Activity 1

1. The witnesses usually panic and stand there watching in dismay.
2. The three things that witnesses should do are as follows:
 - a. They should assist in rescuing trapped victims.
 - b. They should administer first aid treatment to victims.
 - c. They should transport injured victims to the nearest hospital.
3. The two things that can increase injuries are:
 - a. The high speeds at which motor vehicles travel
 - b. Victims trapped inside the wreckage of a car
4. Motorcyclists are more at risk because they do not have a solid car body to protect them from the direct impact of an oncoming vehicle.

5. The writer suggests this so that it can be used in the event of a fire in an accident victim's car.
6. Example synonyms:
 - a. general
 - b. carrying
 - c. speed
 - d. likelihood
 - e. catastrophic

Activity 2

1. The writer states that road traffic accidents involving cars may result in fires and passengers being trapped inside the vehicle.
2. Example synonyms:
 - a. have
 - b. death
 - c. remains
 - d. dangerous
3.
 - a. This is an adjectival clause/relative clause.
 - b. It qualifies the demonstrative pronoun 'this'.

Lesson Title: Mock Examination: Paper 2C – Summary

Practice Activity: PHL4-L086

Activity 1

1. The causes of the worldwide housing problems are as follows:
 - a. The population of the world is increasing.
 - b. The cities are overpopulated.
 - c. Disasters damage or destroy existing buildings.
 - d. Some people are so poor that they cannot obtain decent housing.
 - e. Land and building materials are expensive.
2. Poor people solve their housing problems by living in makeshift structures or other kinds of substandard housing.

Activity 2

1. The advantages people find in cities are as follows:
 - a. It is easier to get good water supply.
 - b. It is easier to get electricity.
 - c. It is easier to get an education.
 - d. It is easier to get well-paid jobs.
2. According the writer, developing countries lack the following: basic amenities, adequate housing and modern health care services.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)
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Practice Activity: PHL4-L087

Activity 1

Section 1

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

Section 2

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

Section 3

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

Section 4

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

Section 5

1. d. 2. c. 3. a. 4. b. 5. c. 6. c. 7. a. 8. b.

Activity 2

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

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)
Practice Activity: PHL4-L088

Activity 1

Section 6

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

Section 7

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

Section 8

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

Activity 2

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

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)
Practice Activity: PHL4-L089

- | | | | |
|-------|-------|-------|-------|
| 1. d | 11. a | 21. b | 31. d |
| 2. c | 12. c | 22. c | 32. a |
| 3. a | 13. d | 23. a | 33. c |
| 4. c | 14. a | 24. d | 34. c |
| 5. a | 15. d | 25. c | 35. c |
| 6. d | 16. c | 26. d | 36. a |
| 7. d | 17. b | 27. a | 37. b |
| 8. d | 18. a | 28. b | 38. d |
| 9. b | 19. b | 29. d | 39. a |
| 10. d | 20. a | 30. c | 40. a |

Lesson Title: Mock Examination: Paper 1 (Sections 5-6)
Practice Activity: PHL4-L090

- | | | | |
|-------|-------|-------|-------|
| 1. a | 11. c | 21. a | 31. c |
| 2. c | 12. a | 22. d | 32. b |
| 3. b | 13. c | 23. b | 33. a |
| 4. c | 14. d | 24. c | 34. c |
| 5. b | 15. c | 25. b | 35. c |
| 6. c | 16. b | 26. b | 36. a |
| 7. d | 17. d | 27. a | 37. d |
| 8. d | 18. b | 28. c | 38. b |
| 9. a | 19. c | 29. c | 39. a |
| 10. b | 20. c | 30. d | 40. a |

Lesson Title: Mock Examination: Paper 2A – Essay Writing
Practice Activity: PHL4-L091

The essays in this examination require you to write a report.

Organisation – 10 marks

A report is a detailed account of an occurrence, an incident or a situation. Reports are mainly narrative essays. You are to write a report with the following features:

1. The title of the report
Example: 'Report on a visit by the science club to the Akkad Poultry farm at Newton'.
2. An introductory paragraph:
 - This is where you state general facts about the date, time and perhaps the reason for the event.
3. The body paragraphs that follow should be a narration of a logical sequence of events – generally in order of time.
4. A concluding paragraph
5. At the end of the report, you write: 'Submitted by' on one line, your full name on the next line, followed by your title (the capacity in which you are writing the report). Example: President, Science Club.

Expression – 20 marks

You must express yourself clearly in English using appropriate vocabulary.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Content – 10 marks

In **Question 1**, you are to write a report about a visit the science club made to a poultry farm at Newton for your Principal. In the report, you should include the following points:

1. Date and reason for the visit
2. When you left for the trip, how you made the journey and when you arrived
3. A general description of the farm, what you saw, whom you met and what you did

In **Question 2**, you are to write a report for your class teacher about an argument between two of your classmates that turned into a fight.

You are to narrate the sequence of events in this incident – say what happened, what was said and what was done.

In **Question 3**, you are to write a report about an activity you organised for your club that was a success.

1. You are to describe an activity (for example, a car wash, a sponsored walk, a marathon, a luncheon sale, a jumble sale).
2. Explain how you planned the activity (what you did and whom you worked with).
3. State the date of the activity and describe the sequence of events of the activity.
4. State how the activity was a success (for example, how much money was made, how the event was well attended and enjoyed by everyone that participated).

Lesson Title: Mock Examination Paper 2A – Essay Writing Review
Practice Activity: PHL4-L092

Question 1

Content – 10 marks

You are required to write an article for publication in a national newspaper suggesting ways of stopping pupils in your community from dropping out of school.

You are to make three or four suggestions and discuss these in detail.

Your discussion can start with the present status of the problem (the high rate of pupils dropping out), and the causes and effects of pupils dropping out of school.

Next, go on to make suggestions on how this negative trend can be stopped. The ways of stopping the problem should be the main focus of the essay.

The suggestions you make may include the following:

1. The government should provide free education (pay fees and buy books) to support pupils in SSS.

2. Parents should monitor their children closely so that they are aware of their social, emotional and psychological problems.
3. NGOs can embark on a massive campaign showcasing or highlighting the negative effects of dropping out of school, and at the same time sensitise the public to the benefits of staying in school.

Organisation – 10 marks

You are to write the article with the following features:

1. The title of the article clearly written at the top of the page and underlined, for example: How to Prevent Pupils from Dropping out of School.
2. Your full name, either immediately after the title or at the end of the essay/article.
3. An introductory paragraph:
 - This is where you give the reader an insight to the topic or a general idea of the topic.
 - This paragraph is usually short.
4. The body of the letter:
 - This is normally written in three or four paragraphs explaining/discussing the main purpose for writing
 - Write one paragraph for each point discussed.
 - The points must be presented in logical sequence.
 - The paragraphs must be of equal weight.
5. A concluding paragraph:
 - This is the final paragraph where you can sum up your discussion/point of view.
6. The full name of the writer at the end of the article if it was not written after the title.

Expression – 20 marks

You must express yourself clearly in English, using appropriate vocabulary. The language used must be formal, as this is an article for publication in a magazine or newspaper. Slang should not be used, and neither should contracted forms or abbreviations. Emotive language, if used, must be controlled.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Question 2

Content – 10 marks

You are to write a letter to the Minister of Transport and Aviation discussing the effects of the recent increase in the price of fuel on the people of your country. The effects you discuss may include the following:

1. Transportation costs within and outside the country have increased, putting a strain or burden on all Sierra Leoneans.
2. The cost of food in the market has increased.
3. There is shortage or unavailability of goods and services.
4. The sale of fuel on the black market has increased; this fuel is cheaper, but of lesser quality. This may cause damage to vehicles.

Organisation – 10 marks

You are to write the letter with the following features:

1. Your address on the top right-hand side of the page:
 - It can be your official address (the address of the institution you belong to) or your home address.
2. The date (after your address)
3. The designation (title) and full address of the recipient on the left-hand corner of the page.
Example:

The Minister,
Ministry of Transport & Aviation
Youyi Building,
Freetown.

4. The salutation (Dear Sir; Dear Madam,)
5. The title of the letter.
Example: The Effect of the Increase in the Price of Fuel on the People of Sierra Leone
6. An introductory paragraph:
 - This is where you state the purpose or reason for your letter.
 - It must be brief and to the point.
 - Do not engage in pleasantries.
 - This paragraph is usually short.
7. The body of the letter:
 - This should be written in three or four paragraphs explaining/discussing the main purpose for writing (one paragraph for each point discussed).
 - The paragraphs must have logical sequence and be of equal weight.
8. A concluding paragraph:
 - This is the final paragraph, where you can sum up your discussion and express hope that the points you discussed will be taken into consideration.
9. The subscript/signing off:
 - 'Yours faithfully' followed by a comma on one line, your signature on the next line and your full name (first name and surname) on the next line, followed by a full stop.

Expression – 20 marks

You must express yourself clearly in English, using appropriate vocabulary. Formal letters are meant to be official. The language and style should be formal. The letter should be polite and respectful. Emotions should be controlled and expressed decently. Jokes, slang and colloquialisms should not be used, and neither should contracted forms (can't, won't, I'll). There should be a variety of sentence patterns – short and long forms.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Question 3

Content – 10 marks

You are to write a story ending with the words, '... and it all ended all too soon'. The story can be real or imaginary and it can be a personal experience or that of someone else. It should narrate a pleasurable or favourable experience that you would have preferred had lasted a while longer.

Example:

- You can narrate a trip you took with your best friends to an exotic island.
 - You are to describe the trip, the place you stayed, what you did and what made the experience so good that you did not want it to end.

Organisation – 10 marks

1. The story must have a plot (a sequence of events).
 - The events of the story must have a beginning, a climax and a conclusion.
2. The introductory paragraph must contain details of time (date), place and names of characters.
3. The body paragraphs that come after the introduction must be well developed and the events narrated must be explained in detail.
 - A good description of characters and events would make the story well understood.

4. A conclusion of the story must connect in meaning and relevance to the saying being illustrated.

Expression – 20 marks

In story writing, the choice of words used must be very effective to create the right atmosphere and set the mood of the story. A mixture of various sentence types can be used. Short sentences can be used for effect. Dialogue, with the correct use of inverted commas and other punctuation marks, is effective in story writing.

Mechanical Accuracy/Correctness – 10 marks

In your writing, you must be careful to avoid errors in spelling, grammar and punctuation. For every such error, you will lose half a mark.

Lesson Title: Mock Examination: Paper 2B – Comprehension

Practice Activity: PHL4-L093

Activity 1

1. The market women encouraged him to speed because they wanted to reach the city as soon as possible so that they could sell their goods.
2. Three examples of the driver's reckless driving are as follows:
 - a. He almost hit a boy at the petrol station.
 - b. He did not do as traffic signs commanded.
 - c. He overtook other vehicles, even on curves and bridges, which is not permitted.
3. The accident was caused because the driver was about to overtake a truck when he lost control of the vehicle and plunged into a ditch.
4.
 - a. This is an idiom.
 - b. It means to happen very quickly.
5. Example synonyms:
 - c. requests
 - d. pass
 - e. prohibited

Activity 2

1. The accident was caused by the driver's drunk and reckless driving.
2. No passengers died. Four received minor injuries and 16 received more serious injuries.
3. Example synonyms:
 - a. find
 - b. meaningless
 - c. careless
4.
 - a. This is an adjectival clause/relative clause.
 - b. It qualifies the noun 'uncle'.

Lesson Title: Mock Examination: Paper 2C – Summary

Practice Activity: PHL4-L094

Activity 1

1. Six factors that can cause a change in lifestyle are as follows:
 - a. A change of location can bring many challenges.
 - b. A change of job requires adaptation to a new work environment.
 - c. The loss of one's job can force a person to adapt to a new lifestyle.
 - d. Retirement from work often involves a change in daily living.
 - e. A change in marital status necessitates a change in one's habits.
 - f. The death of a loved one is often unexpected and can change a person's life.

Activity 2

1. Four challenges people who leave their country may face are:
 - a. They have to adapt to a new culture.
 - b. They have to adapt to different weather.
 - c. They may have to learn a new language.
 - d. They may have to communicate regularly in a language that is not their mother tongue.
2. Three changes people who are retiring have to face are: transitioning to a more sedentary lifestyle, returning official property to one's employer, replacement of a regular salary with a modest pension.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)
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Practice Activity: PHL4-L095

Activity 1

Section 1

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

Section 2

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

Section 3

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

Section 4

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

Section 5

1. a. 2. d. 3. b. 4. d. 5. c. 6. a. 7. d. 8. b.

Activity 2

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

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)
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Practice Activity: PHL4-L096

Activity 1

Section 6

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

Section 7

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

Section 8

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

Activity 2

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

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