



Ministry of
Basic and
Senior
Secondary
Education

Lesson Plans for
Senior Secondary
English
Language
Revision

PART



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.

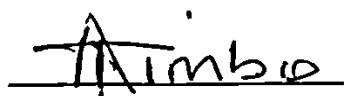
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give 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 Lesson Plans

These lesson plans are based on the National Curriculum and the West Africa Examination Council syllabus guidelines, and meet the requirements established by the Ministry of Basic and Senior Secondary Education.

The phonetic symbols for vowel sounds used in this book follow the International Phonetic Association (IPA) standard with the exception of one of the 'u' sounds, which has been modified by MBSSE. The 'ur' sound in 'nurse', 'stir' and 'learn' shall be represented by the symbol [ə:].

-  The lesson plans will not take the whole term, so use extra time to revise the material or prepare for examinations.
-  Teachers can use other textbooks alongside or instead of these lesson plans.
-  Read the lesson plan before you start the lesson. Look ahead to the next lesson to see if you need to tell pupils to bring materials for that lesson.  Learning Outcomes
-  Make sure you understand the learning outcomes and prepare for the lesson – each lesson plan shows these using the symbols to the right.  Preparation
-  Follow the suggested time allocations for each part of the lesson. If time permits, quickly revise what you taught in the previous lesson before starting a new lesson, and extend practice with additional work.
-  Lesson plans have a mix of activities for pupils to work as a whole class, as individuals or with seatmates. Make sure you interact with all pupils in the class – including the quiet ones.
-  Use the board and other visual aids as you teach.
-  Congratulate pupils when they get questions right! Offer solutions when they do not and thank them for trying.

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.

FACILITATION STRATEGIES

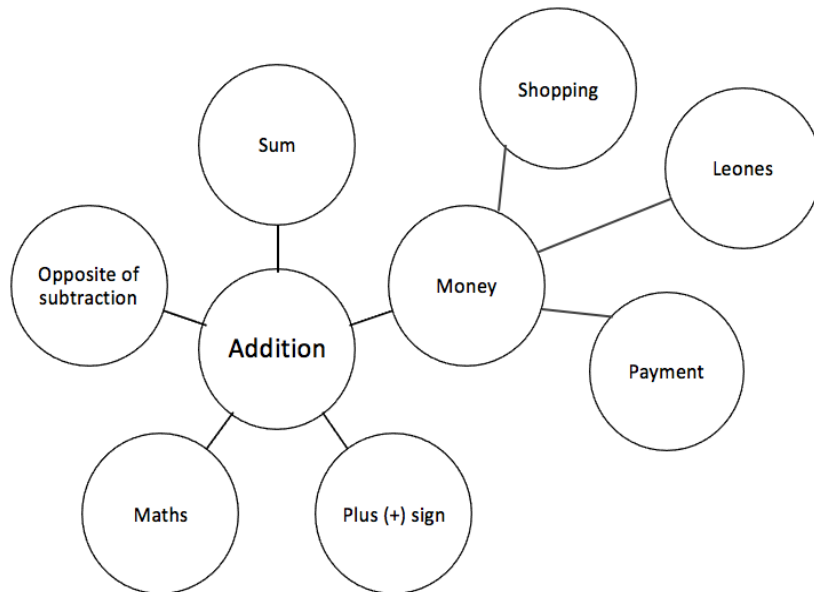
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior Secondary Schools in Sierra Leone.

Strategies for introducing a new concept

- **Unpack prior knowledge:** Find out what pupils know about the topic before introducing new concepts, through questions and discussion. This will activate the relevant information in pupils' minds and give the teacher a good starting point for teaching, based on pupils' knowledge of the topic.
- **Relate to real-life experiences:** Ask questions or discuss real-life situations where the topic of the lesson can be applied. This will make the lesson relevant for pupils.
- **K-W-L:** Briefly tell pupils about the topic of the lesson, and ask them to discuss 'What I know' and 'What I want to know' about the topic. At the end of the lesson have pupils share 'What I learned' about the topic. This strategy activates prior knowledge, gives the teacher a sense of what pupils already know and gets pupils to think about how the lesson is relevant to what they want to learn.
- **Use teaching aids from the environment:** Use everyday objects available in the classroom or home as examples or tools to explain a concept. Being able to relate concepts to tangible examples will aid pupils' understanding and retention.
- **Brainstorming:** Freestyle brainstorming, where the teacher writes the topic on the board and pupils call out words or phrases related that topic, can be used to activate prior knowledge and engage pupils in the content which is going to be taught in the lesson.

Strategies for reviewing a concept in 3-5 minutes

- **Mind-mapping:** Write the name of the topic on the board. Ask pupils to identify words or phrases related to the topic. Draw lines from the topic to other related words. This will create a 'mind-map', showing pupils how the topic of the lesson can be mapped out to relate to other themes. Example below:



- **Ask questions:** Ask short questions to review key concepts. Questions that ask pupils to summarise the main idea or recall what was taught is an effective way to review a concept quickly. Remember to pick volunteers from all parts of the classroom to answer the questions.
- **Brainstorming:** Freestyle brainstorming, where the teacher writes the topic on the board and pupils call out words or phrases related that topic, is an effective way to review concepts as a whole group.
- **Matching:** Write the main concepts in one column and a word or a phrase related to each concept in the second column, in a jumbled order. Ask pupils to match the concept in the first column with the words or phrases that relate to in the second column.

Strategies for assessing learning without writing



- **Raise your hand:** Ask a question with multiple-choice answers. Give pupils time to think about the answer and then go through the multiple-choice options one by one, asking pupils to raise their hand if they agree with the option being presented. Then give the correct answer and explain why the other answers are incorrect.
- **Ask questions:** Ask short questions about the core concepts. Questions which require pupils to recall concepts and key information from the lesson are an effective way to assess understanding. Remember to pick volunteers from all parts of the classroom to answer the questions.
- **Think-pair-share:** Give pupils a question or topic and ask them to turn to seatmates to discuss it. Then, have pupils volunteer to share their ideas with the rest of the class.
- **Oral evaluation:** Invite volunteers to share their answers with the class to assess their work.

Strategies for assessing learning with writing

- **Exit ticket:** At the end of the lesson, assign a short 2-3 minute task to assess how much pupils have understood from the lesson. Pupils must hand in their answers on a sheet of paper before the end of the lesson.
- **Answer on the board:** Ask pupils to volunteer to come up to the board and answer a question. In order to keep all pupils engaged, the rest of the class can also answer the question in their exercise books. Check the answers together. If needed, correct the answer on the board and ask pupils to correct their own work.
- **Continuous assessment of written work:** Collect a set number of exercise books per day/per week to review pupils' written work in order to get a sense of their level of understanding. This is a useful way to review all the exercise books in a class which may have a large number of pupils.
- **Write and share:** Have pupils answer a question in their exercise books and then invite volunteers to read their answers aloud. Answer the question on the board at the end for the benefit of all pupils.
- **Paired check:** After pupils have completed a given activity, ask them to exchange their exercise books with someone sitting near them. Provide the answers, and ask pupils to check their partner's work.
- **Move around:** If there is enough space, move around the classroom and check pupils' work as they are working on a given task or after they have completed a given task and are working on a different activity.

Strategies for engaging different kinds of learners

- For pupils who progress faster than others:
 - Plan extension activities in the lesson.
 - Plan a small writing project which they can work on independently.
 - Plan more challenging tasks than the ones assigned to the rest of the class.
 - Pair them with pupils who need more support.
- For pupils who need more time or support:
 - Pair them with pupils who are progressing faster, and have the latter support the former.
 - Set aside time to revise previously taught concepts while other pupils are working independently.
 - Organise extra lessons or private meetings to learn more about their progress and provide support.
 - Plan revision activities to be completed in the class or for homework.
 - Pay special attention to them in class, to observe their participation and engagement.

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All	
Lesson Number: L4-L049	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Identify and use words correctly in an examination. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 1:
 - Paper 1 is one hour.
 - It is 80 multiple-choice questions.
 - It has six sections.
 - It tests pupils' ability to use vocabulary appropriately.
 - It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 4 of WASSCE Paper 1.
3. In the next lesson they will look at Sections 5 and 6.

Teaching and Learning (7 minutes)

1. Explain Section 1:
 - Section 1 asks pupils to identify antonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words most nearly opposite in meaning from the multiple-choice options given that will correctly fill the gap in the sentence.
2. Demonstrate for pupils how to answer a question from Section 1 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 1. (Answer: c)
4. Explain Section 2:
 - Section 2 asks pupils to choose the word from the multiple-choice options that will best complete the sentence.
5. Demonstrate for pupils how to answer a question from Section 2 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 2. (Answer: d)
7. Explain Section 3:
 - Section 3 asks pupils to choose the most appropriate interpretation of the sentence from the multiple-choice options given.

8. Demonstrate for pupils how to answer a question from Section 3 of the examination using the example on the board (see end of lesson).
9. Provide the answer for Section 3. (Answer: c)
10. Explain Section 4:
 - Section 4 asks pupils to identify synonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words nearest in meaning to the underlined word from the multiple-choice options given based on its use in the sentence.
11. Demonstrate for pupils how to answer a question from Section 4 of the examination using the example on the board (see end of lesson).
12. Provide the answer for Section 4. (Answer: c)

Practice (29 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 1 to 4 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L049 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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
- 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

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
- 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
- d. cautioned

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.

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

- b. controlled
- c. directed
- d. conducted

19. He was stripped of his medal because test results revealed that he had taken performance enhancing _____.

- a. tablets
- b. drugs
- c. vitamins
- d. capsules

20. 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.

21. 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

22. 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

23. 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

24. 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

25. 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
26. 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
27. The pupil was given a standing ovation for his 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
28. 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
29. 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
30. 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.

31. The thief was incarcerated.
- a. arrested
 - b. pardoned
 - c. imprisoned
 - d. cautioned

32. The secretary proved to be a competent typist.
- patient
 - capable
 - hardworking
 - careless
33. The principal delivered a speech at the inception of the academic year.
- end
 - beginning
 - dissolution
 - peak
34. The electoral commission anticipated the unrest.
- prevented
 - caused
 - foresaw
 - pre-empted
35. The case was ruled in favour of the plaintiff.
- solicitor
 - accused
 - complainant
 - respondent
36. The matter was presided over by an incorruptible judge.
- frank
 - unreliable
 - incorrigible
 - honest
37. The village school master is a stern teacher.
- wicked
 - loving
 - conservative
 - strict
38. Saidu is an audacious boy who always goes for what he wants.
- daring
 - clever
 - cowardly
 - mischievous
39. The girl was punished because she made some derogatory remarks in class.
- arrogant
 - belittling
 - laudable
 - discreet
40. The boy was famished after the football match.
- tired
 - worried
 - lazy
 - hungry

[MOCK EXAMINATION – ANSWERS]

- | | | | |
|-------|-------|-------|-------|
| 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)	Theme: All	
Lesson Number: L4-L050	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain Paper 1 to the class. (Examples: It is one hour; 80 multiple-choice questions; six sections; 40 marks; tests vocabulary, grammar and figurative language)
2. Tell pupils that in today's lesson they are going to practise Sections 5 and 6 of WASSCE Paper 1.

Teaching and Learning (5 minutes)

1. Explain Section 5:
 - Section 5 asks pupils to choose the word or group of words from the multiple-choice options that will best complete the sentence.
2. Demonstrate for pupils how to answer a question from Section 5 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 5. (Answer: c)
4. Explain Section 6:
 - Section 6 is a passage with gaps. Pupils are asked to choose the word that is most suitable to fill the numbered gaps in the passage from the multiple-choice options provided.
5. Demonstrate for pupils how to answer a question from Section 6 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 6. (Answer: d)

Practice (31 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 5 and 6 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).

3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L050 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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.

Fatu was lucky to _____ with such a serious offence.

- a. get over
- b. get on
- c. get away
- d. get off

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 1. _____ can be exchanged by people in few seconds.

1. *a.* message *b.* news *c.* call *d.* information

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.
- up
 - off
 - of
 - in
4. Nancy's baby girl has been delivered _____ the doctor.
- by
 - with
 - from
 - on
5. She is Mr Sandy's daughter, _____?
- isn't she
 - is she
 - isn't it
 - won't you
6. You will help me with my assignment, _____?
- can you
 - could you
 - would you
 - won't you
7. The director summoned all the _____ on the matter.
- heads of departments
 - head of departments
 - heads of department
 - head of department
8. Father advised me to always mind my own business and not _____.
- somebody's else
 - somebody else's
 - somebody's else's
 - somebody else
9. Yesterday, grandpa _____ on the beach for half an hour.
- lain
 - lay
 - lie
 - lied
10. You have to accept the fact that no one is _____ the laws of the land.
- over
 - under
 - above
 - after
11. _____ a new pupil, he is not aware of the conduct of lecturers.
- being
 - 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.
- a. will have kill
 - b. would have killed
 - c. shall have been killing
 - d. will be killed
27. If your father _____ alive, he would have stood by you.
- a. was
 - b. are
 - c. were
 - d. where
28. Raj and Ruth have finally broken _____ after five years of courtship.
- a. away
 - b. out
 - c. up

- d. 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 a 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

[MOCK EXAMINATION – ANSWERS]

- | | | | |
|-------|-------|-------|-------|
| 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	Theme: All	
Lesson Number: L4-L051	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Write an essay with appropriate content, organisation, expression and mechanical accuracy. 	 Preparation Write the essay prompts on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 2A – Essay Writing:
 - Paper 2A is 50 minutes.
 - Pupils 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.
 - The paper tests pupils' ability to communicate in writing. They must provide relevant ideas, organise their ideas into paragraphs, express themselves with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.
2. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2A – Essay Writing.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the board and briefly discuss the essay prompts (see end of lesson).
2. Revise the scoring of Paper 2A – Essay Writing:
 - Content: 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation: 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression: 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness: 10 marks
 - Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.

Practice (31 minutes)



1. Have pupils open their exercise books to a clean page.
2. Instruct pupils to select one of the three essay prompts on the board for their essay.
3. Remind pupils that this is a mock examination. They should work independently.
4. Move around the classroom and observe pupils. Provide guidance to pupils' who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L051 in the Pupils' Handbook to complete the essay and check their work.

[ESSAY PROMPTS]

- **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.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All	
Lesson Number: L4-L052	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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 their own writing. 	 Preparation Write the essay topics from the previous lesson on the board (see end of lesson).	

Opening (3 minutes)

1. Discuss Paper 1 and Paper 2A mock examinations with pupils using the following questions:
 - Where do you think you did well on the mock examination papers?
 - Which part of the examination papers was the most difficult?
2. Tell pupils that in today's lesson they are going to discuss the Paper 1 and Paper 2A mock examinations they did in the previous lessons.

Teaching and Learning (17 minutes)

1. Pupils completed Paper 1 over the course of two lessons and self-checked their answers for homework. Quickly revise the scoring for Paper 1:
 - Paper 1 has 80 multiple-choice questions.
 - It has six sections and is worth 40 marks.
 - Each question is worth half a point.
2. Address any questions pupils have about the Paper 1 mock examination they completed in the previous lessons. Explain answers as needed.
3. Quickly revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks

- Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.
4. Revise the questions for Paper 2A from the previous lesson:
 - **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.
 5. Discuss the scoring for each of the essay questions from Paper 2A. The essays in this examination were informal letters (see end of lesson).

Practice (15 minutes)

1. Ask pupils to open their exercise books to the essay they wrote for examination Paper 2A.
2. Have pupils share their essay with seatmates and use the scoring guide to identify improvements that could be made to their essays.
3. Move around the classroom to check pupils' work and offer suggestions for improvement.
4. As you move around the classroom, identify 1-2 pupils with essays that meet the criteria.

Closing (5 minutes)

1. Invite 1-2 pupils with exemplary essays to read their essays aloud to the class. Draw pupils' attention to the strengths of each essay.
2. For homework, have pupils do practice activity PHL4-L052 in the Pupils' Handbook.

[ESSAY QUESTIONS FROM PREVIOUS LESSON]

- **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.

[SCORING GUIDE FOR ESSAYS]

Organisation – 10 marks

An informal letter should include the following features:

- The writer's address on the top right-hand side of the page
- The date (after the address)
- The salutation (Examples: Dear Jane; Dear Papa; Dear Joseph)
- An introductory paragraph:
 - This is where the writer exchanges pleasantries; asks about the recipient's health.
 - Mention studies, work and your own health here.
 - This paragraph is usually short.
- 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.
- A concluding paragraph:
 - This is the final paragraph where the writer can sum up his/her discussion and send greetings to people familiar to both the writer and recipient.
- Subscript/signing off (Examples: Yours sincerely; Yours affectionately; Your friend; Your son; Your cousin) followed by a comma on one line and the writer's first name **only** on the next line, followed by a full stop.

Expression – 20 marks

Pupils must express themselves clearly in English using appropriate vocabulary. Informal letters are meant to be chatty. They can include jokes, slang or colloquialisms in letters to a friend or contemporary, but letters to their 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

The writer must be careful to avoid errors in spelling, grammar and punctuation. For every such error, pupils will lose half a mark.

Content – 10 marks

In **Question 1**, pupils are asked to write a letter to a sister living abroad, dissuading her from returning home for good just yet. This is a persuasive essay. Give her three or four reasons why she must stay abroad for a little longer and not return home. The

reasons must be convincing. Each point must be discussed in detail with explanations and examples. Points may include:

- Sierra Leone is not politically stable.
- Sierra Leone has economic hardship.
- Good jobs are difficult to find.
- 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.
- 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**, pupils are asked to write a letter to their father explaining to him why he/she has failed the WASSCE twice.

This is a narrative essay. Explain three or four different – but related – reasons that led to failing the WASSCE not once, but twice. The reasons must be discussed in detail with explanations and examples. Reasons may include:



- Lack of preparation – not enough time spent studying or not enough textbooks or materials to use for examination preparation
- Lack of adequate tuition
- Financial problems that affected studies
- Emotional or psychological troubles that affected studies

In **Question 3**, pupils are asked to describe their new neighbourhood to a cousin and give three reasons why they dislike the new area. This is a descriptive essay. There are two parts to this essay – one is the description of the area (size, location, people and type of houses); the other is to discuss at least three reasons why they dislike the neighbourhood. The reasons must be different, but related. Each point must be discussed in detail with explanations and examples. Reasons may include:

- The area is overcrowded.
- The area is filthy.
- The area is noisy.
- It is too far away from town, school or recreational centres.
- The area may lack basic water or electricity supply.

OR

- The area may be too quiet for the writer's liking and seem boring.
- The writer has been taken away from his/her friends, and the people in this new neighbourhood seem unfriendly or arrogant.

Lesson Title: Mock Examination: Paper 2B – Comprehension		Theme: All	
Lesson Number: L4-L053		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the example comprehension questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2B – Comprehension.

Teaching and Learning (4 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2B they will have 30 minutes to read a passage and answer at least four comprehension questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the comprehension questions on the board (see end of lesson).

Answers:

- a. It is a metaphor. It makes a comparison by saying that a diamond 'is' a servant of industry.
- b. Example synonyms:
 - demand – strong need or desire
 - unsuitable – unfit

Practice (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the comprehension text and do Activity 1. They must answer the comprehension questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (5 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L053 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[EXAMPLE COMPREHENSION QUESTIONS]

- a. What figure of speech is contained in the following expression as it is used in the passage: '... an indispensable servant of industry'?
- b. 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.
 - demand
 - unsuitable

[READING COMPREHENSION TEXT]

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

[ANSWERS]

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. stringent – strict
 - b. strategies – plans
 - c. courteous – respectful
 - d. essential – necessary

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All	
Lesson Number: L4-L054	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the example summary question on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2C – Summary.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2C they will have 40 minutes to read a passage and answer the summary questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the summary question on the board:
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 (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the summary questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (4 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L054 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[EXAMPLE SUMMARY QUESTION]

In two sentences, one for each, summarise two ways in which man uses diamonds.

[READING SUMMARY TEXT]

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.

[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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)		Theme: All	
Lesson Number: L4-L055		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 5 of WASSCE Paper 3. In the next lesson they will practise Sections 6 to 8.

Teaching and Learning (5 minutes)

1. Explain Sections 1, 2 and 3:
 - Sections 1-3 ask pupils to identify the word they hear.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that is the same as the word they heard.
2. Explain Section 4:
 - Section 4 asks pupils to identify the sentence they hear.
 - A sentence will be read aloud, and pupils must choose the sentence from the multiple-choice options given that is the same as the sentence they heard.
3. Explain Section 5:
 - Section 5 asks pupils to identify rhyming words.

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

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 1 to 5 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. For each section, do the first question together as a class. Then have pupils answer the rest of the questions independently.
5. Read the instructions for **Section 1** aloud to pupils:
'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)'.
6. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - been
 - face
 - must
 - girl
 - chin
 - fox
 - cut
 - bladder
 - teach
 - port
7. Read the instructions for **Section 2** aloud to pupils:
'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)'.
8. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - caption
 - refuse
 - paste
 - fly
 - brave
 - beat

- tone
 - plank
 - thought
 - forge
9. Read the instructions for **Section 3** aloud to pupils:
 '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-c).'
10. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- blank
 - arc
 - flew
 - mist
 - starve
 - exalt
 - fiddle
11. Read the instructions for **Section 4** aloud to pupils:
 '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'.
12. Read the following sentences aloud. Read slowly and clearly. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
- Cut the crop.
 - I didn't say 'go'.
 - That's a pie.
 - He said it was packed.
 - Please take the other.
 - I heard the word 'coast'.
 - Mary spelt the word 'faults'.
13. Read the instructions for **Section 5** aloud to pupils:
 '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'.
14. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- since
 - biscuit
 - massive
 - thought
 - flow
 - lose

- mansion
- result

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L055 in the Pupils' Handbook.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.

- Cut the crap.
 - Cut the crop.
 - Cut the top.
- I didn't say 'go'.
 - I didn't say 'mow'.
 - I didn't say 'sew'.
- That's a tie.
 - That's a sty.
 - That's a pie.
- He said it was packed.
 - He said it was stacked.
 - He said it was marked.
- Please take the other.
 - Please take the order.
 - Please take the fodder.
- I heard the word 'goats'.
 - I heard the word 'coats'.
 - I heard the word 'coast'.
- Mary spelt the word 'falls'.
 - Mary spelt the word 'faults'.
 - 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 |

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)	Theme: All	
Lesson Number: L4-L056	Class: SSS 4	Time: 40 minutes
 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 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. 	 <p>Preparation Practise reading the examination questions aloud.</p>	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 6 to 8 of WASSCE Paper 3.

Teaching and Learning (5 minutes)

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

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 6 to 8 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Read the instructions for **Section 6** aloud to pupils:
'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'.
5. Do the following example as a class:

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?

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

6. Read each of the following sentences aloud, clearly stressing the word in bold. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
 - My parents went to the **cinema** last night.
 - I have just seen Moses in his **new** car.
 - The president **is** stepping down.
 - Van Gogh was an **experienced** artist.
 - The **cats** were making a dreadful noise.
 - The race to **Dubai** has started.
 - The pie in the **oven** is spoilt.
 - Marie's **handsome** brothers are back in town.
 - We **hate** to be treated as second-class citizens.
 - He spent his holiday in the **village**.
7. Read the instructions for **Section 7** aloud to pupils:
'You are going to hear some short conversations. After each conversation, read the three statements and decide which one is correct. Select the option (a-c) that corresponds to the correct answer'.
8. This section focuses on intonation. It comprises short conversations. Read each conversation aloud to pupils. Allow 10 seconds between each conversation.

Man: Can I talk to you for a moment? (Use a polite tone.)

Woman: I am busy. (Sound rude and aggressive.)

Man: It is so hot!

Woman: You can say that again.

Man: Did John say when he was going to arrive?

Woman: Not to me.

Man: Give me some water, will you?

Woman: Just a minute, my dear.

9. Read the instructions for **Section 8** aloud to pupils:
'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'.
10. Tell pupils that you will read the conversation first (see end of lesson).
11. Read the conversation aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.
12. Tell pupils that you will now read the narrative (see end of lesson).
13. Read the narrative aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L056 in the Pupils' Handbook.

[SECTION 8 – CONVERSATION]

Ramatu: What a way to start the new term. I forgot all my English over the holidays. In English class this morning, I was unable to answer the simplest questions. I feel so foolish.

Hawa: It's often like that at the start of the new year. In fact, I've forgotten a lot myself. In class, I kept hearing myself making mistakes. You know I never use English at home, and I get out of practice during the holidays. I have not spoken English for two and a half months.

Ramatu: Well, we don't use it outside the classroom, do we? We are always using our local language, even in school with our friends during the lunch break.

Hawa: All right. I know. It's just that it seems easier conversing in Krio. We must do what we did last year, and speak English all the time, even during lunch break. Then in a month we'll have improved. Do you agree?

Ramatu: I suppose we could.

Hawa: Also, we could embark on reading one book a week. That would increase our vocabulary and help us with our expressions.

Ramatu: Wouldn't that be too much? You know we have to read a whole lot more now that we are in our final year.

Hawa: You always want the easy way out. Let's try. I promise you, if we work hard at it, our English will definitely improve in a month's time.

[SECTION 8 – NARRATIVE]

If asked whether an animal were dead or alive, you would probably think it a rather easy question. A dead animal lies motionless and unresponsive to sights, sounds or touch. But there is more to being alive than just being able to see, hear or feel.

When something is alive, it exhibits five characteristics: growth, development, reproduction, organisation and homeostasis. Compare a photograph of yourself as a baby with one as you are now. To grow as you did, you consumed food and your weight and height increased.

Development, the second characteristic of life, probably became apparent when you entered adolescence. At this stage, your body changed rapidly but unevenly, and you may not have been comfortable with these changes.

Living things reproduce. The fact that there are so many living things in our world is evidence of this third characteristic of life.

Next, your body is organised anatomically into tissues, organs and systems that carry on life processes. For example, the respiratory system takes in air and sends oxygen to every part of the body, and the digestive system converts food to energy.

Homeostasis, the fifth characteristic of life, means 'self-regulation'. Your body operates within a narrow range of chemical and physical parameters. Any time you start to drift outside this range, the body's in-built mechanisms implement your return to a normal condition. For example, when you cut yourself, your body takes a complex set of steps to heal the wound.

So, you see, whenever you are asked if something is alive, consider these five characteristics before you answer the question.

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 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?

[MOCK EXAMINATION – ANSWERS]

Section 6

1. b. 2. c. 3. a. 4. c. 5. c. 6. b. 7. c. 8. c. 9. b. 10. a.

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All	
Lesson Number: L4-L057	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Identify and use words correctly in an examination. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 1:
 - Paper 1 is one hour.
 - It is 80 multiple-choice questions.
 - It has six sections.
 - It tests pupils' ability to use vocabulary appropriately.
 - It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 4 of WASSCE Paper 1.
3. In the next lesson they will look at Sections 5 and 6.

Teaching and Learning (7 minutes)

1. Explain Section 1:
 - Section 1 asks pupils to identify antonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words most nearly opposite in meaning from the multiple-choice options given that will correctly fill the gap in the sentence.
2. Demonstrate for pupils how to answer a question from Section 1 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 1. (Answer: b)
4. Explain Section 2:
 - Section 2 asks pupils to choose the word from the multiple-choice options that will best complete the sentence.
5. Demonstrate for pupils how to answer a question from Section 2 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 2. (Answer: c)
7. Explain Section 3:
 - Section 3 asks pupils to choose the most appropriate interpretation of the sentence from the multiple-choice options given.

8. Demonstrate for pupils how to answer a question from Section 3 of the examination using the example on the board (see end of lesson).
9. Provide the answer for Section 3. (Answer: d)
10. Explain Section 4:
 - Section 4 asks pupils to identify synonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words nearest in meaning to the underlined word from the multiple-choice options given based on its use in the sentence.
11. Demonstrate for pupils how to answer a question from Section 4 of the examination using the example on the board (see end of lesson).
12. Provide the answer for Section 4. (Answer: a)

Practice (29 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 1 to 4 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L057 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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
- 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
- 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

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
- b. counted the hours
- c. waited for the hour to strike
- d. chose to wait by the hour

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.

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

19. The Eastern Lions are our only _____ in the national league.
- a. counterparts
 - b. contestants
 - c. rivals
 - d. attackers
20. 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.

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

- d. speed
27. The teachers marvelled at the prefect's unmatched display of leadership.
- enviable
 - unequaled
 - wonderful
 - admirable
28. Dark clouds often herald a storm.
- symbolise
 - forewarn
 - precede
 - indicate
29. The accident victim was bleeding profusely.
- slowly
 - excessively
 - abundantly
 - extremely
30. 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.

31. 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
32. 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
33. 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
34. The motivational speaker alienated his audience by harping on one string. This means the speaker _____.

- a. always spoke in a boring tone
 - b. was fond of moralising
 - c. was steadily repeating himself
 - d. was playing poorly
35. Margaret's remarks touched Morlai to the quick. This means that Margaret's remarks _____.
- a. flattered him
 - b. pained Morlai
 - c. made him act quickly
 - d. confused Morlai
36. Ibrahim arrived in the nick of time for the examination. This means that he arrived _____.
- a. just before the examination
 - b. long before the examination
 - c. late before the examination
 - d. just after the examination
37. 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
38. 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
39. Adama's birthday party was rather flat. This means that the party was _____.
- a. enjoyable
 - b. poorly attended
 - c. badly organised
 - d. boring
40. 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.

[MOCK EXAMINATION – ANSWERS]

- | | | | |
|-------|-------|-------|-------|
| 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)	Theme: All	
Lesson Number: L4-L058	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain Paper 1 to the class. (Examples: It is one hour; 80 multiple-choice questions; six sections; 40 marks; tests vocabulary, grammar and figurative language)
2. Tell pupils that in today's lesson they are going to practise Sections 5 and 6 of WASSCE Paper 1.

Teaching and Learning (5 minutes)

1. Explain Section 5:
 - Section 5 asks pupils to choose the word or group of words from the multiple-choice options that will best complete the sentence.
2. Demonstrate for pupils how to answer a question from Section 5 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 5. (Answer: d)
4. Explain Section 6:
 - Section 6 is a passage with gaps. Pupils are asked to choose the word that is most suitable to fill the numbered gaps in the passage from the multiple-choice options provided.
5. Demonstrate for pupils how to answer a question from Section 6 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 6. (Answer: b)

Practice (31 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 5 and 6 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).

3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils' who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L058 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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

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

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.
- few
 - lesser
 - fewer
 - less
4. Certainly, you know you were wrong, _____?
- weren't you
 - aren't you
 - didn't you
 - don't you
5. Left _____ the pupils, there would be no examination.
- off
 - on
 - through
 - to
6. The manager ordered the rude security guard _____ sacked.
- is
 - to be
 - was
 - be
7. There is hardly any place like home, _____?
- is it
 - is there
 - isn't it
 - isn't there
8. A _____ pupil introduced the chairman.
- Sierra Leonean, young, bright
 - bright, young, Sierra Leonean
 - young, Sierra Leonean, bright
 - bright, Sierra Leonean, young
9. The bus stopped to pick _____ more passengers.
- in
 - out
 - up
 - on
10. If you want the job done well you _____ do it yourself.
- should
 - might
 - will
 - can
11. _____ her mother's orders, Fordett boycotted classes.
- heedless
 - 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 drums; no one _____ does.
- a. also
 - b. else
 - c. yet
 - d. even
18. They attended the celebration _____ they were not invited.
- a. as
 - b. even
 - c. though
 - d. while
19. Bockarie did not drink the unfiltered water _____ he fell sick.
- a. which
 - b. otherwise
 - c. nevertheless
 - d. because
20. The discovery must remain a secret between you and _____.
- a. I

- b. me
 - c. my
 - d. mine
21. Jonathan and his brothers must always have everything _____ way.
- a. his
 - b. their
 - c. them
 - d. theirs
22. You frequently see this kind of violence _____ television.
- a. with
 - b. in
 - c. through
 - d. on
23. The captain lifted the _____ part of the rope.
- a. most thinner
 - b. thinning
 - c. thinnest
 - d. most thin
24. Playing loud music is not _____ in my neighbourhood.
- a. aloud
 - b. allowed
 - c. always
 - d. allude
25. Deborah said she _____ ill the whole of yesterday.
- a. is feeling
 - b. fell
 - c. has been feeling
 - d. 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

[MOCK EXAMINATION – ANSWERS]

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	Theme: All	
Lesson Number: L4-L059	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Write an essay with appropriate content, organisation, expression and mechanical accuracy. 	 Preparation Write the essay prompts on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 2A – Essay Writing:
 - Paper 2A is 50 minutes.
 - Pupils 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.
 - The paper tests pupils' ability to communicate in writing. They must provide relevant ideas, organise their ideas into paragraphs, express themselves with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.
2. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2A – Essay Writing.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the board and briefly discuss the essay prompts (see end of lesson).
2. Revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks
 - Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.

Practice (31 minutes)



1. Have pupils open their exercise books to a clean page.
2. Instruct pupils to select one of the three essay prompts on the board for their essay.
3. Remind pupils that this is a mock examination. They should work independently.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L059 in the Pupils' Handbook to complete the essay and check their work.

[ESSAY PROMPTS]

- **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.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All	
Lesson Number: L4-L060	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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 their own writing. 	 Preparation Write the essay topics from the previous lesson on the board (see end of lesson).	

Opening (3 minutes)

1. Discuss Paper 1 and Paper 2A mock examinations with pupils using the following questions:
 - Where do you think you did well on the mock examination papers?
 - Which part of the examination papers was the most difficult?
2. Tell pupils that in today's lesson they are going to discuss the Paper 1 and Paper 2A mock examinations they did in the previous lessons.

Teaching and Learning (17 minutes)

1. Pupils completed Paper 1 over the course of two lessons and self-checked their answers for homework. Quickly revise the scoring for Paper 1:
 - Paper 1 has 80 multiple-choice questions.
 - It has six sections and is worth 40 marks.
 - Each question is worth half a point.
2. Address any questions pupils have about the Paper 1 mock examination they completed in the previous lessons. Explain answers as needed.
3. Quickly revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks

- Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.
4. Revise the questions for Paper 2A from the previous lesson:
 - **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 that he 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.
 5. Discuss the scoring for each of the essay questions from Paper 2A. The essays in this examination were formal letters (see end of lesson).

Practice (15 minutes)

1. Ask pupils to open their exercise books to the essay they wrote for examination Paper 2A.
2. Have pupils share their essay with seatmates and use the scoring guide to identify improvements that could be made to their essays.
3. Move around the classroom to check pupils' work and offer suggestions for improvement.
4. As you move around the classroom, identify 1-2 pupils with essays that meet the criteria.

Closing (5 minutes)

1. Invite 1-2 pupils with exemplary essays to read their essays aloud to the class. Draw pupils' attention to the strengths of each essay.
2. For homework, have pupils do practice activity PHL4-L060 in the Pupils' Handbook.

[ESSAY QUESTIONS FROM PREVIOUS LESSON]

- **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 that he 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.

[SCORING GUIDE FOR ESSAYS]

Organisation – 10 marks

Pupils are to write a formal letter with the following features:

1. 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).
2. The date (after the writer's address)
3. 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.
4. The salutation (Examples: Dear Sir; Dear Madam)
5. The title of the letter. (Example: The Menace of Street Begging in Freetown)
6. An introductory paragraph:
 - This is where the writer states the purpose or reason for the 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 a logical sequence and must be of equal weight.
8. A concluding paragraph:
 - This is the final paragraph where the writer can sum up your discussion and express hope that the points the writer discussed will be taken into consideration.
9. Subscript/signing off (Example: Yours faithfully) followed by a comma on one line, the writer's signature on the next line and full name (first name and surname) on the next line followed by a full stop.

Expression – 20 marks

Pupils must express themselves 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 their writing, pupils must be careful to avoid errors in spelling, grammar and punctuation. For every such error, they will lose half a mark.

Content – 10 marks

In **Question 1**, pupils are to write a letter to the Chairman of the Board of Governors of their school describing the poor state of the canteen and its facilities in their school. The points they 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**, pupils are to write to the Chairman of their Local Government Council expressing their views on how to curb violence among youths in the community. They can begin by discussing ways in which the youths display violence and the effects of such violent behaviour. But the main focus of the discussion must be on the ways in which the violent behaviour can be restrained or controlled. Pupils' points must be discussed in detail with explanations and examples. The points they 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**, pupils 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 pupils' 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 eyesore – 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 2B – Comprehension		Theme: All	
Lesson Number: L4-L061		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the example comprehension questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2B – Comprehension.

Teaching and Learning (4 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2B they will have 30 minutes to read a passage and answer at least four comprehension questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the comprehension questions on the board (see end of lesson).

Answers:

- a. It is an adverbial phrase of time. It modifies the verb 'had'.
- b. Example synonyms:
 - disturbed – bothered
 - cautioned – warned

Practice (30 minutes)

5. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
6. Instruct pupils to read the text and do Activity 1. They must answer the comprehension questions in complete sentences.
7. Remind pupils that this is a mock examination. They should work independently to answer the questions.
8. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (5 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L061 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[EXAMPLE COMPREHENSION QUESTIONS]

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

[READING COMPREHENSION TEXT]

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

[ANSWERS]

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

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All	
Lesson Number: L4-L062	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the example summary question on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2C – Summary.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2C they will have 40 minutes to read a passage and answer the summary questions on it. Explain that the paragraph on the board is an excerpt from a complete reading passage and is not a complete passage in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the summary question on the board:
 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 (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the summary questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (4 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L062 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[EXAMPLE SUMMARY QUESTION]

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

[READING SUMMARY TEXT]

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 ten 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.

[ANSWER]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)		Theme: All	
Lesson Number: L4-L063		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 5 of WASSCE Paper 3. In the next lesson they will practise Sections 6 to 8.

Teaching and Learning (5 minutes)

1. Explain Sections 1, 2 and 3:
 - Sections 1-3 ask pupils to identify the word they hear.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that is the same as the word they heard.
2. Explain Section 4:
 - Section 4 asks pupils to identify the sentence they hear.
 - A sentence will be read aloud, and pupils must choose the sentence from the multiple-choice options given that is the same as the sentence they heard.
3. Explain Section 5:
 - Section 5 asks pupils to identify rhyming words.

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

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 1 to 5 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. For each section, do the first question together as a class. Then have pupils answer the rest of the questions independently.
5. Read the instructions for **Section 1** aloud to pupils:
'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)'.
6. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - lawn
 - best
 - fine
 - pitch
 - poor
 - sun
 - loose
 - man
 - here
 - tape
7. Read the instructions for **Section 2** aloud to pupils:
'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)'.
8. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - zinc
 - mend
 - bigger
 - pressure
 - gloat
 - mats

- pact
 - bunker
 - still
 - joy
9. Read the instructions for **Section 3** aloud to pupils:
 '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-c)'.
10. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- blink
 - lax
 - pressed
 - stripe
 - marching
 - fought
 - wake
11. Read the instructions for **Section 4** aloud to pupils:
 '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'.
12. Read the following sentences aloud. Read slowly and clearly. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
- It's on his head.
 - They are blue.
 - She saw the mincer.
 - The word I read was 'toes'.
 - Jane was worried.
 - His plate was in his hands.
 - The pork was hard.
13. Read the instructions for **Section 5** aloud to pupils:
 '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'.
14. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- subside
 - trash
 - horn
 - itch
 - chose
 - drunk
 - subtle
 - kissed

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L063 in the Pupils' Handbook.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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 |

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)	Theme: All	
Lesson Number: L4-L064	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 6 to 8 of WASSCE Paper 3.

Teaching and Learning (5 minutes)

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

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 6 to 8 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Read the instructions for **Section 6** aloud to pupils:
'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'.
5. Do the following example as a class:

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?'

6. Read each of the following sentences aloud, clearly stressing the word printed in bold. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
 - A lot of tax is levied on **foreign** goods.
 - Bola's **humility** should be commended.
 - Education in **my** country is expensive.
 - **Teachers** are happy when their pupils perform well.
 - He **smiled** at his opponents during the competition.
 - Kamara is a **careful** driver.
 - They haven't had an electricity supply since **last week**.
 - The athlete **ran** three marathons in three days.
 - Her **children** are always well behaved.
 - The president will announce his **successor** soon.
7. Read the instructions for **Section 7** aloud to pupils:
'You are going to hear some short conversations. After each conversation, read the three statements and decide which one is correct. Select the option (a-c) that corresponds to the correct answer'.
8. This section focuses on intonation. It comprises short conversations. Read each conversation aloud to pupils. Allow 10 seconds between each conversation.

Man: Did you not feel that you stepped on my toes?

Woman: Oh, I'm sorry.

Man: I wonder what he will do when he finds out.

Woman: Do you really?

Man: Is my food ready? (said politely)

Woman: Can't you see I am preparing it?

Man: This car is going to crash.

Woman: I know!

9. Read the instructions for **Section 8** aloud to pupils:
'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'.
10. Tell pupils that you will read the conversation first (see end of lesson).
11. Read the conversation aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.
12. Tell pupils that you will now read the narrative (see end of lesson).
13. Read the narrative aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L064 in the Pupils' Handbook.

[SECTION 8 – CONVERSATION]

Musa: How was the dance on Saturday night? How did you find the music? I really enjoyed myself.

Jane: It was okay. I had a nice time, too.

Musa: That DJ was good. He played a mixture of all kinds of music. I like many kinds of music, but hip hop is my favourite – next to Sierra Leonean music, of course. I like that best of all.

Jane: I prefer Nigerian music; it is quite enjoyable. By the way, what's the matter with you and Sally? I didn't see you two together last night.

Musa: I called her house to arrange to pick her up, but her sister told me she was visiting her aunt for the weekend, so I went alone.

Jane: But she was at the dance. I saw her.

- Musa: Don't joke with me please. It was not Sally that you saw. She was visiting her aunt; that was what her sister told me.
- Jane: I am telling you I saw her with my own eyes. She was dancing with one of the new guys. I told you before: that girl is deceiving you.
- Musa: I don't believe you! She was not there.
- Jane: Okay, Musa. Believe what you want. Just be careful she does not succeed in making a fool of you.

[SECTION 8 – NARRATIVE]

- 'What a child cannot see standing, an adult can see when seated'.
- 'If you want to go quickly, go alone; if you want to go far, go together'.
- 'When elephants fight, it is the grass that suffers'.

These brief and meaningful statements are examples of African proverbs. Proverbs are an integral part of the African culture. Passed on from generation to generation for centuries, they have provided motivation and guidance to many over the years. They are still in wide use today and are very much part of everyday speech, especially among elders.

But proverbs are not unique to the African culture. They are part of the oral tradition of most countries, and they tend to follow a pattern, as they are used to teach life's lessons. They are also referred to as the 'wisdom of the ages' because they are chunks of human experiences compressed into short sentences.

Many proverbs were invented by ordinary people in everyday circumstances. For example, 'Don't buy a pig in a poke', originated hundreds of years ago in the European marketplace where dishonest merchants substituted cats for pigs. A poke was a bag for carrying goods and shoppers who thought they were buying pigs in a poke might have discovered too late that they had bought a cat instead. The literal meaning of some of these proverbs of ancient origin like, 'An apple a day keeps the doctor away', may not seem valid anymore. Yet despite the passing of time, many of the lessons of these proverbs remain quite apt.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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 practice before the competition?
- b. When did our team not practice?
- 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.

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All	
Lesson Number: L4-L065	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Identify and use words correctly in an examination. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 1:
 - Paper 1 is one hour.
 - It is 80 multiple-choice questions.
 - It has six sections.
 - It tests pupils' ability to use vocabulary appropriately.
 - It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 4 of WASSCE Paper 1.
3. In the next lesson they will look at Sections 5 and 6.

Teaching and Learning (7 minutes)

1. Explain Section 1:
 - Section 1 asks pupils to identify antonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words most nearly opposite in meaning from the multiple-choice options given that will correctly fill the gap in the sentence.
2. Demonstrate for pupils how to answer a question from Section 1 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 1 (Answer: b)
4. Explain Section 2:
 - Section 2 asks pupils to choose the word from the multiple-choice options that will best complete the sentence.
5. Demonstrate for pupils how to answer a question from Section 2 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 2. (Answer: a)
7. Explain Section 3:
 - Section 3 asks pupils to choose the most appropriate interpretation of the sentence from the multiple-choice options given.

8. Demonstrate for pupils how to answer a question from Section 3 of the examination using the example on the board (see end of lesson).
9. Provide the answer for Section 3. (Answer: c)
10. Explain Section 4:
 - Section 4 asks pupils to identify synonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words nearest in meaning to the underlined word from the multiple-choice options given based on its use in the sentence.
11. Demonstrate for pupils how to answer a question from Section 4 of the examination using the example on the board (see end of lesson).
12. Provide the answer for Section 4. (Answer: d)

Practice (29 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 1 to 4 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L065 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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

Section 3

After each of the following sentences, a list of possible interpretations is given.

Chose **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
- 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

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.

11. You must politely _____ your opponent's point in an argument.
 - a. refute
 - b. rebuke
 - c. reject
 - d. refuse
12. 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
13. 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
14. When the information minister starts to _____ the media, there will be no press freedom.
 - a. censor
 - b. edit
 - c. publish
 - d. census
15. 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
16. We should be _____ of the behaviour of the aged people in society.
 - a. tolerant
 - b. tolerable
 - c. apologetic
 - d. careful
17. The education minister complained that too many teachers have _____ for better remuneration.
 - a. repatriated
 - b. exiled
 - c. emigrated
 - d. immigrated

18. The doctor used a _____ to listen to the patient's heartbeat.
- microscope
 - scalpel
 - chronometer
 - stethoscope
19. It was not clear to the mother what the child wanted, for his words were _____.
- unknown
 - unintelligible
 - indefinite
 - illegible
20. Your handwriting is difficult to read; please try to make it _____.
- easier
 - legible
 - large
 - 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.

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

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

31. The political unrest derailed my plan to travel to China.
- a. discourage
 - b. failed
 - c. moved
 - d. ruined
32. The police inadvertently shot the suspect dead.
- a. accidentally
 - b. deliberately

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

[MOCK EXAMINATION – ANSWERS]

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)	Theme: All	
Lesson Number: L4-L066	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain Paper 1 to the class. (Examples: It is one hour; 80 multiple-choice questions; six sections; 40 marks; tests vocabulary, grammar and figurative language)
2. Tell pupils that in today's lesson they are going to practise Sections 5 and 6 of WASSCE Paper 1.

Teaching and Learning (5 minutes)

1. Explain Section 5:
 - Section 5 asks pupils to choose the word or group of words from the multiple-choice options that will best complete the sentence.
2. Demonstrate for pupils how to answer a question from Section 5 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 5 (Answer: c)
4. Explain Section 6:
 - Section 6 is a passage with gaps. Pupils are asked to choose the word that is most suitable to fill the numbered gaps in the passage from the multiple-choice options provided.
5. Demonstrate for pupils how to answer a question from Section 6 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 6. (Answer: c)

Practice (31 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 5 and 6 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).

3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L066 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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
- 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

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.
- taken aback
 - taken on
 - taken in
 - taken up
21. _____, you should make some effort to show that you are committed.
- Although you are tired
 - Although tired you are
 - Although tired are you
 - Although are you tired?
22. _____ ride a bicycle, he also drives a car.
- He not only does
 - Not only he does
 - He only does not
 - Not only does he
23. Their plans for the marriage fell _____ because they had no money.
- down
 - through
 - off
 - at
24. My friend _____ working in China for five years now.
- is
 - has been
 - was
 - had been
25. I am not going to the office today, and neither _____ you.
- would
 - are
 - do
 - have
26. No sooner had I left for work _____ I had flat tyre.
- then
 - that
 - when
 - than
27. There _____ good news about your father in this article.
- is some
 - are
 - as a
 - are some
28. My mother congratulated me _____ my success.
- for
 - with

- c. at
- d. on

29. The girl shall have to go 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

[MOCK EXAMINATION – ANSWERS]

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	Theme: All	
Lesson Number: L4-L067	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Write an essay with appropriate content, organisation, expression and mechanical accuracy. 	 Preparation Write the essay prompts on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 2A – Essay Writing:
 - Paper 2A is 50 minutes.
 - Pupils 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.
 - The paper tests pupils' ability to communicate in writing. They must provide relevant ideas, organise their ideas into paragraphs, express themselves with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.
2. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2A – Essay Writing.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the board and briefly discuss the essay prompts (see end of lesson).
2. Revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks
 - Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.

Practice (31 minutes)



1. Have pupils open their exercise books to a clean page.
2. Instruct pupils to select one of the three essay prompts on the board for their essay.
3. Remind pupils that this is a mock examination. They should work independently.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L067 in the Pupils' Handbook to complete the essay and check their work.

[ESSAY PROMPTS]

- **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'.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All	
Lesson Number: L4-L068	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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 their own writing. 	 Preparation Write the essay topics from the previous lesson on the board (see end of lesson).	

Opening (3 minutes)

1. Discuss Paper 1 and Paper 2A mock examinations with pupils using the following questions:
 - Where do you think you did well on the mock examination papers?
 - Which part of the examination papers was the most difficult?
2. Tell pupils that in today's lesson they are going to discuss the Paper 1 and Paper 2A mock examinations they did in the previous lessons.

Teaching and Learning (17 minutes)

1. Pupils completed Paper 1 over the course of two lessons and self-checked their answers for homework. Quickly revise the scoring for Paper 1:
 - Paper 1 has 80 multiple-choice questions.
 - It has six sections and is worth 40 marks.
 - Each question is worth half a point.
2. Address any questions pupils have about the Paper 1 mock examination they completed in the previous lessons. Explain answers as needed.
3. Quickly revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks

- Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.
4. Revise the questions for Paper 2A from the previous lesson:
 - **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'.
 5. Discuss the scoring for each of the essay questions from Paper 2A. The essays in this examination were articles for publication (see end of lesson).

Practice (15 minutes)

1. Ask pupils to open their exercise books to the essay they wrote for examination Paper 2A.
2. Have pupils share their essay with seatmates and use the scoring guide to identify improvements that could be made to their essays.
3. Move around the classroom to check pupils' work and offer suggestions for improvement.
4. As you move around the classroom, identify 1-2 pupils with essays that meet the criteria.

Closing (5 minutes)

1. Invite 1-2 pupils with exemplary essays to read their essays aloud to the class. Draw pupils' attention to the strengths of each essay.
2. For homework, have pupils do practice activity PHL4-L068 in the Pupils' Handbook.

[ESSAY QUESTIONS FROM PREVIOUS LESSON]

- **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'.

[SCORING GUIDE FOR ESSAYS]

Organisation – 10 marks

Pupils are to write an article with the following features:

1. 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
2. The writer's full name, either immediately after the title or at the end of the essay/article.
3. An introductory paragraph:
 - This is where the writer gives 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 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 the writer can sum up their discussion and point of view.
6. The writer's full name at the end of the article if it was not written after the title.

Expression – 20 marks

Pupils must express themselves 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 their writing, pupils must be careful to avoid errors in spelling, grammar and punctuation. For every such error, they will lose half a mark.

Content – 10 marks

In **Question 1**, pupils are to write an article for publication in their school magazine about problems pupils face in school and suggest ways of tackling them. 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, pupils may write separate paragraphs, or they may write one suggestion after each problem discussed.

In **Question 2**, pupils 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**, pupils 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, pupils 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 they 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.

Lesson Title: Mock Examination: Paper 2B – Comprehension	Theme: All	
Lesson Number: L4-L069	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2B – Comprehension.

Teaching and Learning (4 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2B they will have 30 minutes to read a passage and answer at least four comprehension questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the comprehension questions on the board (see end of lesson).

Answers:

- c. The figure of speech used is personification.
- d. Example synonyms:
 - onslaught – attack
 - retreated – withdrew

Practice (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the comprehension questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (5 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L069 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[COMPREHENSION QUESTIONS]

- a. What figure of speech is contained in the following expression as it is used in the passage: '... the lights stood up to the onslaught ...'?
- b. 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.
 - onslaught
 - retreated

[READING COMPREHENSION TEXT]

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 the 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

[ANSWERS]

1. The Oba's decision was unwise because when two magicians performed at the same place and time, 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

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All	
Lesson Number: L4-L070	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the example summary questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2C – Summary.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2C they will have 40 minutes to read a passage and answer the summary questions on it. Explain that the paragraph on the board is an excerpt from a complete reading passage and is not a complete passage in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the summary question on the board:
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 (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the summary questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (4 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L070 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[EXAMPLE SUMMARY QUESTION]

In two sentences, one for each, summarise the two ways of assessing a problem.

[READING SUMMARY TEXT]

'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.

[ANSWERS]

1. Four positive roles of the press are:
 - a. It gives information on current affairs.
 - b. It speaks for the oppressed.
 - c. It gives information to societies that lack institutions of learning.
 - d. It advertises employment information.
2. Two negative roles of the press are:
 - a. It causes trouble among people.
 - b. It contributes to moral decadence.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)		Theme: All	
Lesson Number: L4-L071		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 5 of WASSCE Paper 3. In the next lesson they will practise Sections 6 to 8.

Teaching and Learning (5 minutes)

1. Explain Sections 1, 2 and 3:
 - Sections 1-3 ask pupils to identify the word they hear.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that is the same as the word they heard.
2. Explain Section 4:
 - Section 4 asks pupils to identify the sentence they hear.
 - A sentence will be read aloud, and pupils must choose the sentence from the multiple-choice options given that is the same as the sentence they heard.
3. Explain Section 5:
 - Section 5 asks pupils to identify rhyming words.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that rhymes with the word they heard.

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 1 to 5 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. For each section, do the first question together as a class. Then have pupils answer the rest of the questions independently.
5. Read the instructions for **Section 1** aloud to pupils:
'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)'.
6. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - fought
 - wane
 - stair
 - dart
 - groin
 - meet
 - mess
 - school
 - curse
 - sharp
7. Read the instructions for **Section 2** aloud to pupils:
'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)'.
8. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - booth
 - hello
 - want
 - clash
 - plank
 - finger
 - rake
 - leave
 - layer
 - weigh

9. Read the instructions for **Section 3** aloud to pupils:
'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-c)'.
10. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- fleet
 - mower
 - nurture
 - bout
 - climb
 - doze
 - bright
11. Read the instructions for **Section 4** aloud to pupils:
'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'.
12. Read the following sentences aloud. Read slowly and clearly. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
- The child is crying.
 - The teacher said 'savour'.
 - John pitched the ball.
 - She came in with the groom.
 - He said it was right.
 - I don't like fries.
 - It's a mystery.
13. Read the instructions for **Section 5** aloud to pupils:
'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'.
14. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- examine
 - fiery
 - foam
 - rudder
 - business
 - wake
 - amuse
 - stimulate

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L071 in the Pupils' Handbook.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.
- The teacher said 'favour'.
 - The teacher said 'savour'.
 - The teacher said 'flavour'.
- John kicked the ball.
 - John picked the ball.
 - John pitched the ball.
- She came in with the groom.
 - She came in with the broom.
 - She came in with the group.
- He said it was night.
 - He said it was right.
 - He said it was bright.
- I don't like rice.
 - I don't like mice.
 - I don't like fries.
- It's a mystery.
 - It's a pity.
 - 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

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)		Theme: All	
Lesson Number: L4-L072		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 6 to 8 of WASSCE Paper 3.

Teaching and Learning (5 minutes)

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

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 6 to 8 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Read the instructions for **Section 6** aloud to pupils:
'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'.
5. Do the following example as a class:

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?

Answer: 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?'

6. Read each of the following sentences aloud, clearly stressing the word printed in bold. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
 - **The leader** of the gang has been arrested.
 - Our visit to the exhibition was a **wonderful** experience.
 - He became a **hero** in his community.
 - The brand-new plane **crashed** into the rocks.
 - **Our** relationship is getting better year after year.
 - Baku **never** fails to submit his assignment on time.
 - We have left our **passports** at the hotel.
 - The **women's** team is committed to the game.
 - My neighbour's dog **barked** the whole night.
 - There are no **entertainment** centres in our locality.
7. Read the instructions for **Section 7** aloud to pupils:
'You are going to hear some short conversations. After each conversation, read the three statements and decide which one is correct. Select the option (a-c) that corresponds to the correct answer'.
8. This section focuses on intonation. It comprises short conversations. Read each conversation aloud to pupils. Allow 10 seconds between each conversation.

Man: I am so tired. I am going straight to bed.
 Woman: So, you think you are the only one who is tired?

Man: This winner of the beauty pageant is quite tall.
 Woman: I did not notice that.

Man: She said she was in first class?
 Woman: Hmm, I have to see that report.

Man: Are you ready? (said politely)
 Woman: You can go without me. (said impolitely)

9. Read the instructions for **Section 8** aloud to pupils:
 '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'.
10. Tell pupils that you will read the conversation first (see end of lesson).
11. Read the conversation aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.
12. Tell pupils that you will now read the narrative (see end of lesson).
13. Read the narrative aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L072 in the Pupils' Handbook.

[SECTION 8 – CONVERSATION]

Santigie: What was all that noise this morning in your class?

Morlai: Oh, some boys said they caught someone stealing. It was Joseph, the boy who always sits alone at the back. They said he had taken someone's money out of his bag. They all wanted to beat him, but the Principal stopped them just in time.

Santigie: It's a pity he intervened. That boy has always been a problem. The other boys would have taught him a lesson.

Morlai: I object to you saying that. We can't let everyone impose their own punishments. That's mob justice, you know. It's very dangerous and Joseph might be innocent.

Santigie: The Principal should hand him over to the police then. They would discipline him and that would give him the chance to mend his ways.

- Morlai: That'd be too hard on him. I don't think he is a bad boy. You see, his father has just died, and his mother is trying hard to make ends meet. We should try and understand people like Joseph and help in whatever way we can.
- Santigie: How can we help someone like him? The boy is always in trouble. He gets beaten at least three times a week and that has made no difference. He should be expelled before he misleads a lot of innocent children.
- Morlai: That would make his case worse, don't you think?

[SECTION 8 – NARRATIVE]

I have often wondered why I became a teacher. Was it because my parents before me were teachers and I did not have any other examples to follow? Was it because I was attracted to the fewer working hours – 8 a.m. to 2 p.m.? Or was it because I would have time to focus a lot of my attention on my home as a wife and a mother of two?

Whatever the reason, here I am, an accomplished teacher of 25 years and still going strong. I must confess, though, I never really wanted to be one, primarily because the teaching profession was not attractive financially and it did not seem to have much prestige. What was appealing to me then as a young graduate of English and French was a job at the Ministry of Foreign Affairs or at an embassy.

Call it fate or divine providence – I started teaching anyway. I did it primarily because it was the easiest option available and the recruitment process was not rigorous. But I never wanted to stay in it for long.

However, being a teacher has been a wonderful experience for me. I particularly enjoyed – and still do enjoy – the impact I make on my pupils and how, at the end of the academic year, my pupils pass with distinction. Well, I have accepted my status as a teacher and proudly so. If asked whether I want to become something else, the answer is a definite no! I started teaching rather unwillingly, stayed on because it was convenient and got stuck because it became the love of my life.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.

1. a. The man is tired; the woman is not.
b. The woman is tired; the man is not.
c. Both are tired.
2. a. The man is doubtful; the woman is not.
b. The woman is doubtful; the man is not.
c. Both are doubtful.
3. a. The man is doubtful; the woman is not.

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

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All	
Lesson Number: L4-L073	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Identify and use words correctly in an examination. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 1:
 - Paper 1 is one hour.
 - It is 80 multiple-choice questions.
 - It has six sections.
 - It tests pupils' ability to use vocabulary appropriately.
 - It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 4 of WASSCE Paper 1.
3. In the next lesson they will look at Sections 5 and 6.

Teaching and Learning (7 minutes)

1. Explain Section 1:
 - Section 1 asks pupils to identify antonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words most nearly opposite in meaning from the multiple-choice options given that will correctly fill the gap in the sentence.
2. Demonstrate for pupils how to answer a question from Section 1 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 1. (Answer: c)
4. Explain Section 2:
 - Section 2 asks pupils to choose the word from the multiple-choice options that will best complete the sentence.
5. Demonstrate for pupils how to answer a question from Section 2 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 2. (Answer: b)
7. Explain Section 3:
 - Section 3 asks pupils to choose the most appropriate interpretation of the sentence from the multiple-choice options given.

8. Demonstrate for pupils how to answer a question from Section 3 of the examination using the example on the board (see end of lesson).
9. Provide the answer for Section 3. (Answer: a)
10. Explain Section 4:
 - Section 4 asks pupils to identify synonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words nearest in meaning to the underlined word from the multiple-choice options given based on its use in the sentence.
11. Demonstrate for pupils how to answer a question from Section 4 of the examination using the example on the board (see end of lesson).
12. Provide the answer for Section 4. (Answer: b)

Practice (29 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 1 to 4 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L073 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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
- 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
- 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
- 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
- c. go in for
- d. go on with

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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 _____.
- a. unskilled
 - b. proud
 - c. uncouth
 - d. untidy
4. The manager condemned the secretary's conduct but _____ the security's reaction.
- a. commended
 - b. defended
 - c. respected
 - d. exposed
5. Mr Davies is the provisional head of department until the _____ head of department, Mr Smithe, comes back from leave.
- a. temporary
 - b. secular
 - c. permanent
 - d. spiritual
6. Isaac made an invaluable contribution during the meeting, whereas his colleagues' contributions were mostly _____.
- a. worthless
 - b. substantial
 - c. an incredible
 - d. an incomprehensible
7. The prefect was lauded for his hard work by his supporters, but _____ by his opponents.
- a. criticised
 - b. disgraced
 - c. dismissed
 - d. suppressed
8. Although Foday is stingy, his wife is _____.
- a. supportive
 - b. wicked
 - c. careless
 - d. generous
9. The country's economy is now thriving; previously, it was _____.

- a. failing
 - b. depressed
 - c. gloomy
 - d. difficult
10. My new car is _____ while the old one was durable.
- a. strong
 - b. fickle
 - c. delicate
 - d. haggard

Section 2

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

11. It is _____ to save money every month.
- a. idle
 - b. ideal
 - c. drastic
 - d. slight
12. My mother was looking forward to _____ from me.
- a. hear
 - b. heard
 - c. hearing
 - d. have heard
13. There has been much _____ that schools are going to close for the elections.
- a. theory
 - b. desire
 - c. speculation
 - d. vision
14. Ebola is not only _____, it is also a debilitating disease.
- a. wicked
 - b. contagious
 - c. speculative
 - d. dilapidated
15. The preacher _____ his members into attending services every Sunday.
- a. threatened
 - b. coaxed
 - c. prevailed
 - d. decided
16. Several months _____ before he sent the child to school.
- a. declined
 - b. wasted
 - c. came
 - d. elapsed
17. Thomas has become _____ in computer engineering.

- a. philosopher
 - b. an expert
 - c. a learner
 - d. an educationist
18. The two men were _____ with murder.
- a. sentenced
 - b. charged
 - c. condemned
 - d. accused
19. Crime is more _____ in our city than in the provinces.
- a. available
 - b. rampant
 - c. delivered
 - d. provoked
20. _____ 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.

21. 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
22. 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
23. 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
24. 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
25. 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
26. 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
27. 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
28. 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
29. 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
30. 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.

31. 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
32. Michael's conviction was attributed to his dishonesty.
 a. measured up

- b. contributed
 - c. put
 - d. ascribed
33. The villagers respected Mr. Dumbuya because he was well lettered.
- a. sensible
 - b. principled
 - c. educated
 - d. vocal
34. There should be a strategic plan for the celebration.
- a. unfortunate
 - b. tactical
 - c. bad
 - d. unbelievable
35. It is uncharacteristic of the minister to come to work late.
- a. unusual
 - b. unreasonable
 - c. informal
 - d. unavoidable
36. I could no longer cope with her insolent behaviour.
- a. stand by
 - b. identify with
 - c. adopt to
 - d. manage
37. Miatta was a very bright pupil.
- a. clever
 - b. honest
 - c. happy
 - d. obedient
38. It is a crucial decision to suspend the head prefect.
- a. final
 - b. obvious
 - c. particular
 - d. key
39. The movie was hilarious.
- a. discomfoting
 - b. confusing
 - c. humorous
 - d. ridiculous
40. There are still some outstanding political matters to settle.
- a. unsettled
 - b. significant
 - c. exceptional
 - d. prominent

[MOCK EXAMINATION – ANSWERS]

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)	Theme: All	
Lesson Number: L4-L074	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain Paper 1 to the class. (Examples: It is one hour; 80 multiple-choice questions; six sections; 40 marks; tests vocabulary, grammar and figurative language)
2. Tell pupils that in today's lesson they are going to practise Sections 5 and 6 of WASSCE Paper 1.

Teaching and Learning (5 minutes)

1. Explain Section 5:
 - Section 5 asks pupils to choose the word or group of words from the multiple-choice options that will best complete the sentence.
2. Demonstrate for pupils how to answer a question from Section 5 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 5. (Answer: b)
4. Explain Section 6:
 - Section 6 is a passage with gaps. Pupils are asked to choose the word that is most suitable to fill the numbered gaps in the passage from the multiple-choice options provided.
5. Demonstrate for pupils how to answer a question from Section 6 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 6. (Answer: c)

Practice (31 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 5 and 6 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).

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.
- a. have
 - b. are
 - c. has
 - d. is
18. Mr Sandy bought his daughter two _____ as her present.
- a. baby's doll dresses
 - b. babies doll dress
 - c. baby doll dresses
 - d. baby doll dress
19. A _____ was convicted for drug peddling.
- a. lady beauty young
 - b. young lady beautiful
 - c. beautiful young lady
 - d. lady young beautiful
20. Abdul has been waiting for his sister _____ an hour now.

- a. at
 - b. since
 - c. for
 - d. in
21. _____ of these pupils were seen in school today.
- a. none
 - b. any
 - c. very much
 - d. least
22. The pupils are anxious _____ the examination results.
- a. about
 - b. with
 - c. by
 - d. for
23. You cannot enter my room _____ those slippers on your feet.
- a. by
 - b. with
 - c. to
 - d. on
24. I have not slept _____ last Saturday.
- a. by
 - b. throughout
 - c. since
 - d. as
25. It is important that the secretary be a _____ to the organisation's account.
- a. 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

[MOCK EXAMINATION – ANSWERS]

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	Theme: All	
Lesson Number: L4-L075	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Write an essay with appropriate content, organisation, expression and mechanical accuracy. 	 Preparation Write the essay prompts on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 2A – Essay Writing:
 - Paper 2A is 50 minutes.
 - Pupils 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.
 - The paper tests pupils' ability to communicate in writing. They must provide relevant ideas, organise their ideas into paragraphs, express themselves with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.
2. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2A – Essay Writing.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the board and briefly discuss the essay prompts (see end of lesson).
2. Revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks
 - Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.

Practice (31 minutes)



1. Have pupils open their exercise books to a clean page.
2. Instruct pupils to select 1 of the 3 essay prompts on the board for their essay.
3. Remind pupils that this is a mock examination. They should work independently.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L075 in the Pupils' Handbook to complete the essay and check their work.

[ESSAY PROMPTS]

- **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.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All	
Lesson Number: L4-L076	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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 their own writing. 	 Preparation Write the essay topics from the previous lesson on the board (see end of lesson).	

Opening (3 minutes)

1. Discuss Paper 1 and Paper 2A mock examinations with pupils using the following questions:
 - Where do you think you did well on the mock examination papers?
 - Which part of the examination papers was the most difficult?
2. Tell pupils that in today's lesson they are going to discuss the Paper 1 and Paper 2A mock examinations they did in the previous lessons.

Teaching and Learning (17 minutes)

1. Pupils completed Paper 1 over the course of 2 lessons and self-checked their answers for homework. Quickly revise the scoring for Paper 1:
 - Paper 1 has 80 multiple-choice questions.
 - It has six sections and is worth 40 marks.
 - Each question is worth half a point.
2. Address any questions pupils have about the Paper 1 mock examination they completed in the previous lessons. Explain answers as needed.
3. Quickly revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks

- Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.
4. Revise the questions for Paper 2A from the previous lesson:
 - **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.
 5. Discuss the scoring for each of the essay questions from Paper 2A. The essays in this examination were speeches to be delivered on specific occasions (see end of lesson).

Practice (15 minutes)

1. Ask pupils to open their exercise books to the essay they wrote for examination Paper 2A.
2. Have pupils share their essay with seatmates and use the scoring guide to identify improvements that could be made to their essays.
3. Move around the classroom to check pupils' work and offer suggestions for improvement.
4. As you move around the classroom, identify 1-2 pupils with essays that meet the criteria.

Closing (5 minutes)

1. Invite 1-2 pupils with exemplary essays to read their essays aloud to the class. Draw pupils' attention to the strengths of each essay.
2. For homework, have pupils do practice activity PHL4-L076 in the Pupils' Handbook.

[ESSAY QUESTIONS FROM PREVIOUS LESSON]

- **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.

[SCORING GUIDE FOR ESSAYS]

Organisation – 10 marks

Pupils 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 Pupils, Members of the Market Women Association, Distinguished Ladies and Gentlemen
 - Choose the vocative which is most appropriate to the context.
2. An introductory paragraph:
 - This is where the writer introduces the topic or states the purpose of the 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 the writer can sum up his/her discussion.
 - Here, the vocatives may be repeated while thanking the audience for their attention.

Expression – 20 marks

Pupils must express themselves clearly in English using appropriate vocabulary. Speeches are meant to be delivered orally; therefore, pupils must express themselves in short, simple sentences to help the audience follow their 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 their writing, pupils must be careful to avoid errors in spelling, grammar and punctuation. For every such error, they will lose half a mark.

Content – 10 marks

In **Question 1**, pupils 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, the writer is 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 to 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.



Writers can also include in the discussion penalties pupils may receive if they break rules, disrespect authority, fail to do assignments or skip classes.

In **Question 2**, pupils are to write a speech to deliver during a visitation ceremony of an NGO that sponsors educational projects. They 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 to 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**, pupils 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 to 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 2B – Comprehension	Theme: All	
Lesson Number: L4-L077	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2B – Comprehension.

Teaching and Learning (4 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2B they will have 30 minutes to read a passage and answer at least four comprehension questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the comprehension questions on the board (see end of lesson).
 Answers:
 - a. Spectators might assume this because the power to control bees would be an impressive thing for a magician to do.
 - b. It is an adjectival/relative clause. It qualifies the noun 'bees'.

Practice (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.

2. Instruct pupils to read the text and do Activity 1. They must answer the comprehension questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (5 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L077 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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 the attack. At first, the spectators assumed that this was another magical act.

[COMPREHENSION QUESTIONS]

- a. Why might the spectators assume the bee attack was a part of his magical act?
- b. '... which stepped up the attack'.
 - What grammatical name is given to this expression as it is used in the passage?
 - What is its function?

[READING COMPREHENSION TEXT]

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 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

[ANSWERS]

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 'boy'.
7. Example synonyms:
 - a. unavoidable
 - b. bright

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All	
Lesson Number: L4-L078	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the example summary questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2C – Summary.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2C they will have 40 minutes to read a passage and answer the summary questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the summary question on the board:
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 (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the summary questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (4 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L078 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[EXAMPLE SUMMARY QUESTION]

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

[READING SUMMARY TEXT]

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.

[ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)		Theme: All	
Lesson Number: L4-L079		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 5 of WASSCE Paper 3. In the next lesson they will practise Sections 6 to 8.

Teaching and Learning (5 minutes)

1. Explain Sections 1, 2 and 3:
 - Sections 1-3 ask pupils to identify the word they hear.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that is the same as the word they heard.
2. Explain Section 4:
 - Section 4 asks pupils to identify the sentence they hear.
 - A sentence will be read aloud, and pupils must choose the sentence from the multiple-choice options given that is the same as the sentence they heard.
3. Explain Section 5:
 - Section 5 asks pupils to identify rhyming words.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that rhymes with the word they heard.

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 1 to 5 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. For each section, do the first question together as a class. Then have pupils answer the rest of the questions independently.
5. Read the instructions for **Section 1** aloud to pupils:
'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)'.
6. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - finding
 - bill
 - rose
 - tomb
 - hoard
 - cart
 - bait
 - mule
 - lead
 - confirm
7. Read the instructions for **Section 2** aloud to pupils:
'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)'.
8. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - swat
 - crèche
 - capture
 - tracks
 - mixed
 - aggrieved
 - major
 - throng
 - streak
 - cower

9. Read the instructions for Section 3 aloud to pupils:
'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-c)'.
10. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- film
 - modern
 - click
 - knit
 - suck
 - bile
 - fuzzy
11. Read the instructions for Section 4 aloud to pupils:
'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'.
12. Read the following sentences aloud. Read slowly and clearly. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
- They all wanted to greet him.
 - The teacher spelt 'staff'.
 - Consider it done.
 - Mary was there.
 - What I said was 'fudge'.
 - The picture is mine.
 - Here's the object.
13. Read the instructions for Section 5 aloud to pupils:
'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'.
14. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- peril
 - killed
 - gown
 - clap
 - danger
 - tickle
 - player
 - breast

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L079 in the Pupils' Handbook.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.

- They all wanted to beat him.
 - They all wanted to meet him.
 - They all wanted to greet him.
- The teacher spelt 'staff'.
 - The teacher spelt 'stiff'.
 - The teacher spelt 'stuff'.
- Consider it done.
 - Consider it fun.
 - Consider it gone.
- Mary was here.
 - Mary was there.
 - Mary was near.
- What I said was 'grudge'.
 - What I said was 'crutch'.
 - What I said was 'fudge'.
- The picture is mine.
 - The mixture is mine.
 - The fixture is mine.
- Here's the project.
 - Here's the object.
 - 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 |

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)		Theme: All	
Lesson Number: L4-L080		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 6 to 8 of WASSCE Paper 3.

Teaching and Learning (5 minutes)

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

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 6 to 8 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Read the instructions for **Section 6** aloud to pupils:
'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.'
5. Do the following example as a class:
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?'
7. Read each of the following sentences aloud, clearly stressing the word printed in bold. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
 - Memuna will make a **worthy** teacher.
 - **Everybody** was forced to wear the same colour.
 - The pupils were **pointing to** an object.
 - Mr Kamara gave his pupils **another** test.
 - **This** market is always crowded.
 - The goat was lying under the **tree**.
 - The **machines** in this office work very well.
 - The traffic on this road is **horrible**.
 - John had to swim **across** the river.
 - I love the **smell** of these roses.
8. Read the instructions for **Section 7** aloud to pupils:
'You are going to hear some short conversations. After each conversation, read the three statements and decide which one is correct. Select the option (a-c) that corresponds to the correct answer.'
9. This section focuses on intonation. It comprises short conversations. Read each conversation aloud to pupils. Allow 10 seconds between each conversation.

Man: I'll be home very soon.

Woman: So you say.

Man: Well, you must think you are so clever then.
Woman: More clever than you!

Man: Breakfast is ready. Let's eat.
Woman: Don't treat me like a child.

Man: Joe says he's in law school?
Woman: That's his story.

10. Read the instructions for Section 8 aloud to pupils:
'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'.
11. Tell pupils that you will read the conversation first (see end of lesson).
12. Read the conversation aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.
13. Tell pupils that you will now read the narrative (see end of lesson).
14. Read the narrative aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L080 in the Pupils' Handbook.

[SECTION 8 – CONVERSATION]

Mrs Cole: Trying to explain the law of diminishing marginal returns today in my SSS 1 Business class was a disaster!

Mrs Karim: Why? I thought the law of diminishing marginal returns is a simple concept.

Mrs Cole: Well, you know these pupils. Maybe they would have understood the concept better if their knowledge of English was up to it. I had to teach the whole lesson in Krio eventually. Then they understood what I had been killing myself to explain.

Mrs Karim: You mean you stopped using English? Oh! This is serious! I didn't think we were allowed to do that. What would the Principal say?

Mrs Cole: What should I do? I just wanted to get my job done. These people we kill ourselves teaching will end up being traders anyway. They say that is where the money is – in business. In any case, they will need economic principles more than English.

Mrs Karim: But they will never improve their English if you continue to teach them in Krio. That just makes them lazy and unwilling to try.

Mrs Cole: They're not going to be professors of English, but they do need to be good in business.

Mrs Karim: But the point is, you must give them a chance. We want to provide equal opportunities for all. If they leave school without a good foundation in English, they can never improve themselves through further studies. With English, however, they have far more opportunities to seize.

Mrs Cole: I suppose you are right.

[SECTION 8 – NARRATIVE]

Street trading has taken a different turn in our capital city of Freetown. It was bad enough some ten odd years ago to see traders displaying their wares on the footpaths of certain streets around the Commercial District areas. It was so difficult to get around and to go in and out of shops because the pavement was fully occupied. But then at night, these traders would pack up and go home, leaving the sidewalks looking as if a strong wind had blown in a lot of filth and rubbish.

Then gradually they stopped going home. They started putting up makeshift structures of cardboard and sticks which later developed into zinc sheets and sticks; and as their profits increased, little structures of cement blocks emerged. Then the trading site became a dwelling place.

Ironically, now that these traders sleep where they sell, it is no longer enough. They have to move out into the major roads of the city to get more. The current trend is what I would refer to as 'rampant traffic hawking'. Traders are making very good use of the heavy traffic during peak hours in the mornings and evenings. They hawk a wide variety of goods, ranging from toilet tissue to snacks and drinks to tool kits – the list can go on and on.

As they hawk, each trader wanting to be heard and patronised, the frustrated driver caught up in traffic is often irritated by so much noise. When asked about the dangers involved in street trading when they criss-cross in between cars, traders often respond that they are fighting for their survival. And this survival does not exclude the snatching of mobile phones and handbags from cars if they are left unattended.

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.

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All	
Lesson Number: L4-L081	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Identify and use words correctly in an examination. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 1:
 - Paper 1 is one hour.
 - It is 80 multiple-choice questions.
 - It has six sections.
 - It tests pupils' ability to use vocabulary appropriately.
 - It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 4 of WASSCE Paper 1.
3. In the next lesson they will look at Sections 5 and 6.

Teaching and Learning (7 minutes)

1. Explain Section 1:
 - Section 1 asks pupils to identify antonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words most nearly opposite in meaning from the multiple-choice options given that will correctly fill the gap in the sentence.
2. Demonstrate for pupils how to answer a question from Section 1 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 1. (Answer: c)
4. Explain Section 2:
 - Section 2 asks pupils to choose the word from the multiple-choice options that will best complete the sentence.
5. Demonstrate for pupils how to answer a question from Section 2 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 2. (Answer: b)
7. Explain Section 3:
 - Section 3 asks pupils to choose the most appropriate interpretation of the sentence from the multiple-choice options given.

8. Demonstrate for pupils how to answer a question from Section 3 of the examination using the example on the board (see end of lesson).
9. Provide the answer for Section 3. (Answer: c)
10. Explain Section 4:
 - Section 4 asks pupils to identify synonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words nearest in meaning to the underlined word from the multiple-choice options given based on its use in the sentence.
11. Demonstrate for pupils how to answer a question from Section 4 of the examination using the example on the board (see end of lesson).
12. Provide the answer for Section 4. (Answer: d)

Practice (29 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 1 to 4 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L081 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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
- 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 _____ which are not compatible with our faith.

- a. friends
- b. practices
- 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
- 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

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.

11. We should always try our best to avoid _____ which are not compatible with our faith.
 - a. friends
 - b. practices
 - c. effects
 - d. people
12. Abie _____ some of the remarkable traits of her mother.
 - a. proved
 - b. necessitated
 - c. exhibited
 - d. managed
13. 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
14. It is incumbent on every citizen to _____ in civil society.
 - a. practise
 - b. regain
 - c. put
 - d. engage
15. 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
16. Every worker desires higher _____ for his/her labour.
 - a. profit
 - b. condition
 - c. returns
 - d. remuneration
17. The movie will be _____ at the British Council auditorium this Saturday.
 - a. performed
 - b. experimented
 - c. premiered
 - d. staged

18. I am not that _____ to believe your lies.
- simple
 - innocent
 - credible
 - naive
19. Parents should not _____ the bad behaviour of their children.
- condone
 - bear
 - condemn
 - concede
20. They planned to _____ the Chairman from office because of his incompetence.
- charge
 - impeach
 - excommunicate
 - 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.

21. 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 _____.
- worked on two planets
 - served as the manager in the school and in the Army
 - enjoyed the opportunities of working in both places at the same time
 - worked at the school at night and in the army during the day
22. For the first time, the two opposing teams saw eye to eye on the issue. This means that the two teams _____.
- agreed with each other on the issue
 - met for the very first time
 - disagreed on the issue
 - saw the issue together
23. I go to the cinema once in a blue moon. This means that I _____.
- always go there when the moon is blue
 - go to the cinema only at night
 - go to the cinema infrequently
 - frequently go to the cinema
24. The man will pay back your money when pigs fly. This means that the man _____.
- will send flying pigs with your money
 - intends to buy pigs with your money
 - is waiting for pigs to fly before he pays back your money
 - will never pay you
25. 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
26. 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
27. 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
28. 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
29. 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
30. 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.

31. Statistics revealed that there are a lot of corpulent women in Egypt.
- a. lean
 - b. gaunt
 - c. emaciated
 - d. obese
32. The manager is on the run because he has embezzled funds for the project.

- a. balanced
 - b. cleared
 - c. misappropriated
 - d. remunerated
33. It is a privilege to represent my country in this august gathering.
- a. common
 - b. ridiculous
 - c. pretty
 - d. dignified
34. Laziness is a recipe for adversity.
- a. success
 - b. helplessness
 - c. misfortune
 - d. crisis
35. The security guard is always alert around his duty post.
- a. energetic
 - b. observant
 - c. intelligent
 - d. watchful
36. She is as canny as a fox.
- a. obstinate
 - b. beautiful
 - c. clever
 - d. stout
37. Following the incident, five pupils were indicted.
- a. condemned
 - b. reprimanded
 - c. accused
 - d. arrested
38. There are stringent procedures to follow in order to become a medical doctor.
- a. dry
 - b. strained
 - c. rigorous
 - d. shrill
39. She hesitated when the man proposed marriage.
- a. stopped
 - b. paused
 - c. slowed
 - d. postponed
40. The police rescued the family from the robbers' attack.
- a. saved
 - b. defended
 - c. helped
 - d. hid

[MOCK EXAMINATION – ANSWERS]

- | | | | |
|------|------|------|------|
| 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)	Theme: All	
Lesson Number: L4-L082	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain Paper 1 to the class. (Examples: It is one hour; 80 multiple-choice questions; six sections; 40 marks; tests vocabulary, grammar and figurative language)
2. Tell pupils that in today's lesson they are going to practise Sections 5 and 6 of WASSCE Paper 1.

Teaching and Learning (5 minutes)

1. Explain Section 5:
 - Section 5 asks pupils to choose the word or group of words from the multiple-choice options that will best complete the sentence.
2. Demonstrate for pupils how to answer a question from Section 5 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 5. (Answer: b)
4. Explain Section 6:
 - Section 6 is a passage with gaps. Pupils are asked to choose the word that is most suitable to fill the numbered gaps in the passage from the multiple-choice options provided.
5. Demonstrate for pupils how to answer a question from Section 6 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 6. (Answer: c)

Practice (31 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 5 and 6 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).

3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L082 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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

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

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.
- a. on
 - b. for
 - c. after
 - d. to
9. Suppose you had won the lottery – what _____ ?
- a. will you do
 - b. shall you do
 - c. should you have done
 - d. would you have done
10. It is high time we _____ complaining about hardships in this country.
- a. stop
 - b. should stop
 - c. stopped
 - d. 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
 - we and them
 - we and they
 - us and they
17. Several _____ are here to grace the coronation ceremony.
- Commander-in-Chiefs
 - Commanders-in-Chief
 - Commanders-in-Chiefs
 - Commander-in-Chief's
18. Neither John _____ his brother is in school today.
- with
 - or
 - nor
 - and
19. _____ did you leave your purse with?
- who
 - 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 twenty 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

[MOCK EXAMINATION – ANSWERS]

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	Theme: All	
Lesson Number: L4-L083	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Write an essay with appropriate content, organisation, expression and mechanical accuracy. 	 Preparation Write the essay prompts on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 2A – Essay Writing:
 - Paper 2A is 50 minutes.
 - Pupils 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.
 - The paper tests pupils' ability to communicate in writing. They must provide relevant ideas, organise their ideas into paragraphs, express themselves with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.
2. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2A – Essay Writing.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the board and briefly discuss the essay prompts (see end of lesson).
2. Revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks
 - Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.

Practice (31 minutes)



1. Have pupils open their exercise books to a clean page.
2. Instruct pupils to select 1 of the 3 essay prompts on the board for their essay.
3. Remind pupils that this is a mock examination. They should work independently.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L083 in the Pupils' Handbook to complete the essay and check their work.

[ESSAY PROMPTS]

- **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.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All	
Lesson Number: L4-L084	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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 their own writing. 	 Preparation Write the essay topics from the previous lesson on the board (see end of lesson).	

Opening (3 minutes)

1. Discuss Paper 1 and Paper 2A mock examinations with pupils using the following questions:
 - Where do you think you did well on the mock examination papers?
 - Which part of the examination papers was the most difficult?
2. Tell pupils that in today's lesson they are going to discuss the Paper 1 and Paper 2A mock examinations they did in the previous lessons.

Teaching and Learning (17 minutes)

1. Pupils completed Paper 1 over the course of two lessons and self-checked their answers for homework. Quickly revise the scoring for Paper 1:
 - Paper 1 has 80 multiple-choice questions.
 - It has six sections and is worth 40 marks.
 - Each question is worth half a point.
2. Address any questions pupils have about the Paper 1 mock examination they completed in the previous lessons. Explain answers as needed.
3. Quickly revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks

- Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.
4. Revise the questions for Paper 2A from the previous lesson:
 - **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.
 5. Discuss the scoring for each of the essay questions from Paper 2A. The essays in this examination were debates (see end of lesson).

Practice (15 minutes)

1. Ask pupils to open their exercise books to the essay they wrote for examination Paper 2A.
2. Have pupils share their essay with seatmates and use the scoring guide to identify improvements that could be made to their essays.
3. Move around the classroom to check pupils' work and offer suggestions for improvement.
4. As you move around the classroom, identify 1-2 pupils with essays that meet the criteria.

Closing (5 minutes)

1. Invite 1-2 pupils with exemplary essays to read their essays aloud to the class. Draw pupils' attention to the strengths of each essay.
2. For homework, have pupils do practice activity PHL4-L084 in the Pupils' Handbook.

[ESSAY QUESTIONS FROM PREVIOUS LESSON]

- **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.

[SCORING GUIDE FOR ESSAYS]

Organisation – 10 marks

Pupils 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 the context.

2. An introductory paragraph:

- This is where the writer introduces the topic of the speech and takes 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 the writer presents his/her arguments.
 - 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 the writer can sum up the argument and reinforce or highlight his/her stand.
- Here, the vocatives may be repeated while thanking the audience for their attention.

Expression – 20 marks

Pupils must express themselves clearly in English using appropriate vocabulary. Debates are meant to be delivered orally; therefore, pupils must express themselves in short, simple sentences to make their audience follow their 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. Pupils may comment on an argument a member of the opposing team has made to refute it or make a counter-argument, but they must not dwell on it. They should state their own arguments with supporting explanations clearly and concisely.

Mechanical Accuracy/Correctness – 10 marks

In their writing, pupils must be careful to avoid errors in spelling, grammar and punctuation. For every such error, they 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 debate 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 2B – Comprehension	Theme: All	
Lesson Number: L4-L085	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2B – Comprehension.

Teaching and Learning (4 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2B they will have 30 minutes to read a passage and answer at least four comprehension questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the comprehension questions on the board (see end of lesson).

Answers:

- a. It is a metaphor. It compares the teacher's angry look to a fire that could burn the boy.
- b. Example synonyms:
glare – scowl
stalked out – left angrily

Practice (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the comprehension questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (5 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L085 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[COMPREHENSION QUESTIONS]

- a. What figure of speech is contained in the following expression as it is used in the passage: 'He burned the poor boy with his glare'?
- b. 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.
 - glare
 - stalked out

[READING COMPREHENSION TEXT]

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

[ANSWERS]

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

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All	
Lesson Number: L4-L086	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write summary questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2C – Summary.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2C they will have 40 minutes to read a passage and answer the summary questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the summary question on the board:
 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 (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the summary questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.

4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (4 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L086 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[EXAMPLE SUMMARY QUESTION]

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

[READING SUMMARY TEXT]

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.

[ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)		Theme: All	
Lesson Number: L4-L087		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 5 of WASSCE Paper 3. In the next lesson they will practise Sections 6 to 8.

Teaching and Learning (5 minutes)

1. Explain Sections 1, 2 and 3:
 - Sections 1-3 ask pupils to identify the word they hear.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that is the same as the word they heard.
2. Explain Section 4:
 - Section 4 asks pupils to identify the sentence they hear.
 - A sentence will be read aloud, and pupils must choose the sentence from the multiple-choice options given that is the same as the sentence they heard.
3. Explain Section 5:
 - Section 5 asks pupils to identify rhyming words.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that rhymes with the word they heard.

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 1 to 5 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. For each section, do the first question together as a class. Then have pupils answer the rest of the questions independently.
5. Read the instructions for **Section 1** aloud to pupils:
'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)'.
6. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - thatch
 - moan
 - wet
 - bear
 - sport
 - dare
 - nut
 - green
 - life
 - park
7. Read the instructions for **Section 2** aloud to pupils:
'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)'.
8. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - nest
 - cranes
 - game
 - divine
 - mound
 - plough
 - phase
 - conjunct
 - buy
 - zinc

9. Read the instructions for Section 3 aloud to pupils:
'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-c)'.
10. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- flies
 - posing
 - sage
 - broader
 - slack
 - moat
 - whittle
11. Read the instructions for Section 4 aloud to pupils:
'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'.
12. Read the following sentences aloud. Read slowly and clearly. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
- That was his reaction.
 - The store is open.
 - I heard him say 'voiced'.
 - She couldn't find the balm.
 - The grass seems brown.
 - Alice didn't see the bull.
 - There isn't any broth left.
13. Read the instructions for Section 5 aloud to pupils:
'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'.
14. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- dump
 - check
 - amended
 - trot
 - official
 - south
 - favourite
 - meadow

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L087 in the Pupils' Handbook.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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 |

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)		Theme: All	
Lesson Number: L4-L088		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 6 to 8 of WASSCE Paper 3.

Teaching and Learning (5 minutes)

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

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 6 to 8 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Read the instructions for **Section 6** aloud to pupils:
'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'.
5. Do the following example as a class:
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?'
6. Read each of the following sentences aloud, clearly stressing the word printed in bold. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
 - Aminata bought a **jacket** last week.
 - She doesn't know **anything** about it.
 - Chike was **eating** when I came in.
 - The rains came **early** this year.
 - The **pupils** are to be blamed for the riot.
 - This ferry crosses the river **once** a day.
 - **Hawa** is the eldest of all the children.
 - Kabba **asked** the teacher what must be done.
 - The money was in the **black** bag.
 - **This** community lacks good roads.
7. Read the instructions for **Section 7** aloud to pupils:
'You are going to hear some short conversations. After each conversation, read the three statements and decide which one is correct. Select the option (a-c) that corresponds to the correct answer.'
8. This section focuses on intonation. It comprises short conversations. Read each conversation aloud to pupils. Allow 10 seconds between each conversation.

Man: My god! The heat is unbearable.

Woman: You can say that again.

Man: Hello, I'm home.
 Woman: Why did you come so early? (said impolitely)
 Man: Do you know how to fix this?
 Woman: Hmm, let's see.
 Man: Pass me my slippers, will you? (said politely)
 Woman: There you are. (said rudely)

9. Read the instructions for **Section 8** aloud to pupils:
 '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'.
10. Tell pupils that you will read the conversation first (see end of lesson).
11. Read the conversation aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.
12. Tell pupils that you will now read the narrative (see end of lesson).
13. Read the narrative aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L088 in the Pupils' Handbook.

[SECTION 8 – CONVERSATION]

Mr Conteh: Good morning. I am the new inspector of schools posted here. I arrived just this morning.

Mr Bangura: Oh, you are welcome. Do sit down. I hope you aren't too tired. How did you get here?

Mr Conteh: Thank you. I'm exhausted. I came from Freetown by bus.

Mr Bangura: Freetown! But no bus comes here from Freetown.

Mr Conteh: I know that now! I had to walk the last eight miles with my heavy luggage. It was terrible. Can you tell me where I can find a hotel? I must change and have a bath.

Mr Bangura: A hotel? You won't find a hotel here. You are not in the city now, you know. But there is a staff house ready for you. It's been newly built by the conference of CTAs. You will like it. It has a bed, a table and some chairs, but unfortunately, no water and no electricity.

Mr Conteh: Oh no! I cannot live in a house with no water and no electricity.

Mr Bangura: Well, you can always wash at my house for now. You've brought some pots and pans and some bedding, I hope?

Mr Conteh: I never thought to bring any. I thought they'd be provided. Well, I guess I'll have to buy some food and cooking things. Are there shops nearby?

Mr Bangura: About six miles away.

Mr Conteh: Oh no! I don't think life's going to be the same here. I must brace myself for the worst.

Mr Bangura: It's not that bad. Once you settle in, you'll get to like it.

Mr Conteh: I hope so.

[SECTION 8 – NARRATIVE]

Sule lived with his parents and a few other families in one of the tiny islands around Bonthe. From his house he could see the mainland. He had never been there, but he believed that if he could cross the lake to visit the main island of Bonthe, he would see many interesting things, and meet lots of interesting people. A ferry came to his island once a week with supplies like sugar, rice and kerosene for their shop. However, few people ever bothered to go to the mainland and few people ever came to visit their island. His father often said, 'Why go to the mainland? You spend too much money there. Here, I have everything I want – fish, fruit and comfort'.

But Sule wanted more than just fish and fruit. He wanted adventure. He wanted to cross the lake on the ferry. He had been told that on the mainland you could walk for miles without seeing any water and that you could sit on a bus and travel around without walking. He had never seen a bus except in pictures.

One day, he helped the shopkeeper unload some goods from the ferry. He was given one thousand leones for his help. He thought this was his chance. Just as the ferry was leaving the island, he jumped on the back, and lay under a big sheet of canvas. No one had seen him, and he lay very still listening to the men talking. Then, suddenly, the ferry stopped, and he heard new voices shouting. He looked out. They had arrived. He jumped over the back and swam ashore. At last, he was on the mainland.

He ran through the streets feeling very excited, looking at all the big houses, cars and so many people. Then he saw the buses all parked, waiting for passengers. He felt he must get into one, but he was afraid. What if his one thousand leones wasn't enough? So, he decided to walk around.

After a while, he became tired. It was getting dark. Suddenly, he felt hungry, cold and afraid. He said to himself, 'What have I done? Now I am far away from home and I am lost'. He began to cry. Then, he heard his mother calling his name. He woke up with a jolt and was he happy to see his mother!

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.

- The man agrees; the woman does not.
 - The woman agrees; the man does not.
 - Both agree.
- The man is polite; the woman is not.
 - The woman is polite; the man is not.
 - Both are polite.
- The woman is doubtful; the man is certain.
 - The man is doubtful; the woman is certain.
 - Both are doubtful.
- The man is impolite; the woman is not.
 - The woman is impolite; the man is not.
 - 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).

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

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination: Paper 1 (Sections 1-4)	Theme: All	
Lesson Number: L4-L089	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Identify and use vocabulary correctly in an examination. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 1:
 - Paper 1 is one hour.
 - It is 80 multiple-choice questions.
 - It has six sections.
 - It tests pupils' ability to use vocabulary appropriately.
 - It also covers idioms and figurative language (example: metaphors), as well as grammar and structure.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 4 of WASSCE Paper 1.
3. In the next lesson they will look at Sections 5 and 6.

Teaching and Learning (7 minutes)

1. Explain Section 1:
 - Section 1 asks pupils to identify antonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words most nearly opposite in meaning from the multiple-choice options given that will correctly fill the gap in the sentence.
2. Demonstrate for pupils how to answer a question from Section 1 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 1. (Answer: d)
4. Explain Section 2:
 - Section 2 asks pupils to choose the word from the multiple-choice options that will best complete the sentence.
5. Demonstrate for pupils how to answer a question from Section 2 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 2. (Answer: a)
7. Explain Section 3:
 - Section 3 asks pupils to choose the most appropriate interpretation of the sentence from the multiple-choice options given.

8. Demonstrate for pupils how to answer a question from Section 3 of the examination using the example on the board (see end of lesson).
9. Provide the answer for Section 3. (Answer: b)
10. Explain Section 4:
 - Section 4 asks pupils to identify synonyms. A word in each sentence is underlined and pupils are asked to choose the word or group of words nearest in meaning to the underlined word from the multiple-choice options given based on its use in the sentence.
11. Demonstrate for pupils how to answer a question from Section 4 of the examination using the example on the board (see end of lesson).
12. Provide the answer for Section 4. (Answer: d)

Practice (29 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 1 to 4 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L089 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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

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
- 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
- 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

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.
- e. respects
 - f. disrespects
 - g. assumes
 - h. doubts
9. The victims need time to orient themselves because at the moment, they are completely _____ in the wake of the disaster.
- e. affected
 - f. disorganised
 - g. tired
 - h. 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.

11. The _____ in prison are in deplorable condition.
 - a. inmates
 - b. residents
 - c. tenants
 - d. visitors
12. The sum of 10,000 euros was donated to the mudslide survivors by a young _____.
 - a. optimist
 - b. pessimist
 - c. philanthropist
 - d. cultist
13. _____ of Regent town have been asked to relocate.
 - a. tourists
 - b. travellers
 - c. tenants
 - d. residents
14. The pharmacist _____ some medicines to cure my ailment.
 - a. prescribed
 - b. described
 - c. ascribed
 - d. diagnosed
15. School fees are paid in the office of the _____.
 - a. Principal
 - b. Secretary
 - c. Head of Department
 - d. Bursar
16. There is _____ supply of water in the provinces.
 - a. a scarcely
 - b. amplitude
 - c. an inadequate
 - d. a lot
17. The children did not touch their food because they claimed it was _____.
 - a. savoury
 - b. inedible
 - c. good
 - d. inadequate
18. Dr Challay was honoured by the Goodwill Ambassador because of his _____ work with children.

- a. humanitarian
 - b. hostile
 - c. rational
 - d. honest
19. Jolloh was _____ with tuberculosis.
- a. sued
 - b. diagnosed
 - c. treated
 - d. suspected
20. The matter had led to the death of one of the parties; therefore, the police have declared it to be a _____ investigation.
- a. homicide
 - b. suicide
 - c. insecticide
 - d. 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.

21. 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
 - c. just the lion meat
 - d. to feed the lion with my own share of the meat
22. The Chief welcomed the visitors with open arms. This means that the Chief _____.
- a. gave hugs to the visitors
 - b. spread his arms wide open to welcome the visitors
 - c. warmly welcomed the visitors
 - d. sent the visitors away
23. Mohamed is planning to tie the knot by the end of the year. This means that Mohamed is planning _____.
- a. to get married
 - b. to buy a knot
 - c. to trade in his knot
 - d. tie himself in a knot
24. The President expects all and sundry to work with him to develop the nation. This means that the President wants to work with _____.
- a. the educated elites
 - b. those in his party
 - c. only those in the capital city
 - d. everybody

25. 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
26. 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
 - is a difficult man to understand
27. 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
28. 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
29. 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
30. 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.



31. His long hair and unshaven face gave him a barbaric appearance.
- unkind
 - impolite
 - civilised
 - uncivilised

32. The child lamented the tragic loss of her parents in the mudslide.
- grieved
 - soothed
 - denounced
 - loathed
33. Samai haggled with the trader for a discount on the price of the shoes.
- fought
 - impeached
 - bargained
 - ignored
34. Peter has reached the zenith of his career.
- middle
 - under
 - pinnacle
 - nadir
35. At first, it was my ambition to study medicine, but I made up my mind to pursue a career in journalism.
- plan
 - proclamation
 - desire
 - decision
36. This council seems to be at an impasse. Do you have any suggestions?
- stalemate
 - impossibility
 - difficulty
 - confrontation
37. The suspension of the Pupils Union leader spurred violence at the university.
- created
 - prompted
 - reflected
 - agitated
38. The pirates looted and sank the ship.
- stole
 - borrowed
 - sailed
 - ransacked
39. The resources of the country outweigh the population.
- surpass
 - control
 - perish
 - venture
40. Social media is pervasive.
- ubiquitous
 - general

- c. worldly
- d. worldwide

[MOCK EXAMINATION – ANSWERS]

- | | | | | | | | |
|-----|---|-----|---|-----|---|-----|---|
| 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)	Theme: All	
Lesson Number: L4-L090	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation Write the example examination questions and multiple-choice options on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain Paper 1 to the class. (Examples: It is one hour; 80 multiple-choice questions; six sections; 40 marks; tests vocabulary, grammar and figurative language)
2. Tell pupils that in today's lesson they are going to practise Sections 5 and 6 of WASSCE Paper 1.

Teaching and Learning (5 minutes)

1. Explain Section 5:
 - Section 5 asks pupils to choose the word or group of words from the multiple-choice options that will best complete the sentence.
2. Demonstrate for pupils how to answer a question from Section 5 of the examination using the example on the board (see end of lesson).
3. Provide the answer for Section 5. (Answer: a)
4. Explain Section 6:
 - Section 6 is a passage with gaps. Pupils are asked to choose the word that is most suitable to fill the numbered gaps in the passage from the multiple-choice options provided.
5. Demonstrate for pupils how to answer a question from Section 6 of the examination using the example on the board (see end of lesson).
6. Provide the answer for Section 6. (Answer: c)

Practice (31 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to answer Sections 5 and 6 from the mock examination in their exercise books. They should write the question number and the correct multiple-choice answer (a-d).

3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L090 in the Pupils' Handbook to complete the mock examination and check their work.

[EXAMPLE EXAMINATION QUESTIONS]

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
- 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

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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.
- possess
 - pass
 - passes
 - possesses
12. All but Abel _____ going to be punished for not sweeping the class.
- are
 - is
 - were
 - and
13. _____ he is sick, he managed to come to school.
- since
 - because
 - although
 - so
14. The _____ of the family are expected to meet this evening.
- mother-in-laws
 - mothers-in-laws
 - mother's-in-law's
 - mothers-in-law
15. Ronaldo is presumed to be the _____.
- best world's player football
 - football best world player
 - world's best football player
 - player best world's football
16. Because of her age, Grandma _____ goes to church.
- seldomly
 - seldom
 - very seldomly
 - quietly
17. This is our land and that is supposed to be _____.
- dears
 - theres
 - their's
 - theirs
18. The noise _____ stopped before the teacher entered the class.
- have
 - had
 - will
 - has
19. My uncle _____ in the bank for exactly twenty years next Monday.
- shall be working
 - would have been working
 - will have been working

- d. could have worked
20. The women paved the road _____.
- themselves
 - herself
 - themselves
 - ourselves
21. The cat licks _____ tail.
- its
 - it's
 - tis
 - ti's
22. The fact _____ he hates his wife is a cause for concern.
- which
 - why
 - when
 - that
23. The sun rises from the east, _____?
- don't it
 - doesn't it
 - is it
 - isn't it
24. Most pupils prefer English language _____ mathematics.
- than
 - with
 - to
 - more than
25. I cannot decide _____ to stop or continue the process.
- weather
 - whether
 - if
 - how
26. _____ the state will consider you an adult.
- in the age of 18
 - at the age of 18
 - being the age of 18
 - when the age of 18
27. The artist painted a(n) _____.
- giant ugly monster
 - ugly monster giant
 - monster giant ugly
 - ugly giant monster
28. Charles _____ attend this school anymore.
- do not
 - 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

[MOCK EXAMINATION – ANSWERS]

- | | | | | | | | |
|-----|---|-----|---|-----|---|-----|---|
| 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	Theme: All	
Lesson Number: L4-L091	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Complete a section of a mock WASSCE paper. 2. Communicate in writing with appropriate content, organisation, expression and mechanical accuracy. 	 Preparation Write the essay prompts on the board (see end of lesson).	

Opening (3 minutes)

1. Quickly revise Paper 2A – Essay Writing:
 - Paper 2A is 50 minutes.
 - Pupils 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.
 - The paper tests pupils' ability to communicate in writing. They must provide relevant ideas, organise their ideas into paragraphs, express themselves with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.
2. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2A – Essay Writing.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the board and briefly discuss the essay prompts (see end of lesson).
2. Revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks
 - Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.

Practice (31 minutes)



1. Have pupils open their exercise books to a clean page.
2. Instruct pupils to select one of the three essay prompts on the board for their essay.
3. Remind pupils that this is a mock examination. They should work independently.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (1 minute)

1. For homework, have pupils use PHL4-L091 in the Pupils' Handbook to complete the mock examination and check their work.

[ESSAY PROMPTS]

- **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.

Lesson Title: Mock Examination: Paper 2A – Essay Writing Review	Theme: All	
Lesson Number: L4-L092	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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 their own writing. 	 Preparation Write the essay topics from the previous lesson on the board (see end of lesson).	

Opening (3 minutes)

1. Discuss Paper 1 and Paper 2A mock examinations with pupils using the following questions:
 - Where do you think you did well on the mock examination papers?
 - Which part of the examination papers was the most difficult?
2. Tell pupils that in today's lesson they are going to discuss the Paper 1 and Paper 2A mock examinations they did in the previous lessons.

Teaching and Learning (17 minutes)

1. Pupils completed Paper 1 over the course of 2 lessons and self-checked their answers for homework. Quickly revise the scoring for Paper 1:
 - Paper 1 has 80 multiple-choice questions.
 - It has six sections and is worth 40 marks.
 - Each question is worth half a point.
2. Address any questions pupils have about the Paper 1 mock examination they completed in the previous lessons. Explain answers as needed.
3. Quickly revise the scoring of Paper 2A – Essay Writing:
 - Content – 10 marks
 - Are pupils' ideas relevant and connected to the topic?
 - Organisation – 10 marks
 - Have pupils followed the features of the type of essay they are writing?
 - Have they included formal features if necessary?
 - Are their paragraphs and ideas well organised?
 - Expression – 20 marks
 - Have pupils expressed themselves clearly, using appropriate vocabulary and structure?
 - Mechanical Accuracy/Correctness – 10 marks

- Have pupils used correct spelling, grammar and punctuation? For every such error, they will lose half a mark.
4. Revise the questions for Paper 2A from the previous lesson:
 - **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.
 5. Discuss the scoring for each of the essay questions from Paper 2A. The essays in this examination were reports (see end of lesson).

Practice (15 minutes)

1. Ask pupils to open their exercise books to the essay they wrote for examination Paper 2A.
2. Have pupils share their essay with seatmates and use the scoring guide to identify improvements that could be made to their essays.
3. Move around the classroom to check pupils' work and offer suggestions for improvement.
4. As you move around the classroom, identify 1-2 pupils with essays that meet the criteria.

Closing (5 minutes)

1. Invite 1-2 pupils with exemplary essays to read their essays aloud to the class. Draw pupils' attention to the strengths of each essay.
2. For homework, have pupils do practice activity PHL4-L092 in the Pupils' Handbook.

[ESSAY QUESTIONS FROM PREVIOUS LESSON]

- **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.

[SCORING GUIDE FOR ESSAYS]

Organisation – 10 marks

A report is a detailed account of an occurrence, an incident or a situation. Reports are mainly narrative essays. Pupils 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 the writer states 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, write: 'Submitted by' on one line, the writer's full name on the next line, followed by his/her title (the capacity in which he/she is writing the report). Example: President, Science Club.

Expression – 20 marks

Pupils must express themselves clearly in English using appropriate vocabulary.

Mechanical Accuracy/Correctness – 10 marks

In their writing, pupils must be careful to avoid errors in spelling, grammar and punctuation. For every such error, they will lose half a mark.

Content – 10 marks

In **Question 1**, pupils are to write a report about a visit the science club made to a poultry farm at Newton for their Principal. In the report, they should include the following points:



1. Date and reason for the visit
2. When they left for the trip, how they made the journey and when they arrived
3. A general description of the farm, what they saw, whom they met and what they did

In **Question 2**, pupils are to write a report for their class teacher about an argument between two of their classmates that turned into a fight.

Pupils are to narrate the sequence of events in this incident – say what happened, what was said and what was done.

In **Question 3**, pupils are to write a report about an activity they organised for their club that was a success.

1. They are to describe an activity (for example, a car wash, a sponsored walk, a marathon, a luncheon sale, a jumble sale).
2. Explain how the activity was planned (what they did and whom they 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 2B – Comprehension		Theme: All	
Lesson Number: L4-L093		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2B – Comprehension.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2B they will have 30 minutes to read a passage and answer at least 4 comprehension questions on it. Explain that the paragraph on the board is an excerpt from a complete reading text and is not a complete text in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the comprehension questions on the board (see end of lesson).

Answers:

- c. It is a noun phrase. It functions as the subject of the sentence.
- d. Example synonyms:
 universal – general
 dismay – shock

Practice (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the comprehension questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (4 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L093 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[COMPREHENSION QUESTIONS]

- a. 'The universal reaction of witnesses ...'
 - What grammatical name is given to the above expression as it is used in the passage?
 - What is its function the passage?
- b. 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.
 - universal
 - dismay

[READING COMPREHENSION PASSAGE]

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

[ANSWERS]

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:
 - a. requests
 - b. pass
 - c. prohibited

Lesson Title: Mock Examination: Paper 2C – Summary	Theme: All	
Lesson Number: L4-L094	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation <ol style="list-style-type: none"> 1. Write the example excerpt on the board (see end of lesson). 2. Write summary questions on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that in today's lesson they are going to practise WASSCE Paper 2C – Summary.

Teaching and Learning (5 minutes)

1. Draw pupils' attention to the example excerpt on the board (see end of lesson).
2. Explain to pupils that in Section 2C they will have 40 minutes to read a passage and answer the summary questions on it. Explain that the paragraph on the board is an excerpt from a complete reading passage and is not a complete passage in and of itself.
3. Read the paragraph aloud while pupils follow along.
4. As a class, answer the summary question on the board:
 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 (30 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text and do Activity 1. They must answer the summary questions in complete sentences.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Move around the classroom and observe pupils. Provide guidance to pupils who need help.

Closing (4 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L094 in the Pupils' Handbook.

[EXAMPLE EXCERPT]

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.

[EXAMPLE SUMMARY QUESTION]

In one sentence, summarise the measures poor people have adopted to solve their housing problems.

[READING SUMMARY TEXT]

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 QUESTIONS]

1. In six sentences, one for each, summarise six factors that can cause a change in lifestyle as discussed in the passage.

[ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 1-5)	Theme: All	
Lesson Number: L4-L095	Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 	 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 1 to 5 of WASSCE Paper 3. In the next lesson they will practise Sections 6 to 8.

Teaching and Learning (5 minutes)

1. Explain Sections 1, 2 and 3:
 - Sections 1-3 ask pupils to identify the word they hear.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that is the same as the word they heard.
2. Explain Section 4:
 - Section 4 asks pupils to identify the sentence they hear.
 - A sentence will be read aloud, and pupils must choose the sentence from the multiple-choice options given that is the same as the sentence they heard.
3. Explain Section 5:
 - Section 5 asks pupils to identify rhyming words.
 - A word will be read aloud, and pupils must choose the word from the multiple-choice options given that rhymes with the word they heard.

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 1 to 5 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. For each section, do the first question together as a class. Then have pupils answer the rest of the questions independently.
5. Read the instructions for **Section 1** aloud to pupils:
'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)'.
6. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - crumb
 - heat
 - light
 - boarder
 - potty
 - shake
 - live
 - brood
 - stole
 - worth
7. Read the instructions for **Section 2** aloud to pupils:
'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)'.
8. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
 - shallow
 - creep
 - stab
 - freeze
 - kicks
 - notion
 - mischief
 - choir
 - size
 - push

9. Read the instructions for **Section 3** aloud to pupils:
'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-c)'.
10. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- weep
 - sip
 - clash
 - those
 - chilling
 - treat
 - bland
11. Read the instructions for **Section 4** aloud to pupils:
'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'.
12. Read the following sentences aloud. Read slowly and clearly. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
- Where are the socks?
 - I can see the porch.
 - The word I read was 'needle'.
 - The ghost was over there.
 - She couldn't spell 'bait'.
 - The heather is fine.
 - He has seen the cutie.
13. Read the instructions for **Section 5** aloud to pupils:
'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'.
14. Read the following words aloud. Pronounce each word clearly. Do not repeat the word. Only read it once. Allow 10 seconds between each word.
- culture
 - pattern
 - boast
 - repeat
 - correct
 - golden
 - judge
 - grading

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L095 in the Pupils' Handbook.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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	cheaper	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.

- Where are the locks?
 - Where are the forks?
 - Where are the socks?
- I can see the porch.
 - I can see the patch.
 - I can see the pitch.
- The word I read was 'middle'.
 - The word I read was 'fiddle'.
 - The word I read was 'needle'.
- The goat was over there.
 - The ghost was over there.
 - The post was over there.
- She couldn't spell 'eight'.
 - She couldn't spell 'bait'.
 - She couldn't spell 'gait'.
- The weather is fine.
 - The feather is fine.
 - The heather is fine.
- He has seen the beauty.
 - He has seen the cutie.
 - 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

[MOCK EXAMINATION – ANSWERS]

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.

Lesson Title: Mock Examination – Paper 3: Oral English (Sections 6-8)		Theme: All	
Lesson Number: L4-L096		Class: SSS 4	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 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. 		 Preparation Practise reading the examination questions aloud.	

Opening (3 minutes)

1. Quickly revise Paper 3:
 - Paper 3 is 45 minutes.
 - It is 60 multiple-choice questions.
 - It tests pupils' ability to understand what is said and identify consonant and vowel sounds, rhymes, stress and intonation.
2. Tell pupils that in today's lesson they are going to practise Sections 6 to 8 of WASSCE Paper 3.

Teaching and Learning (5 minutes)

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

Practice (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Tell pupils that this is a listening examination. Explain that you will read the instructions and questions for Sections 6 to 8 from the mock examination and they will answer the questions in their exercise books. They should write the question number and the correct multiple-choice answer.
3. Remind pupils that this is a mock examination. They should work independently to answer the questions.
4. Read the instructions for **Section 6** aloud to pupils:
'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'.
5. Do the following example as a class:
Victoria Falls are located on the Zambezi River in Zimbabwe.
 - In which country are Victoria Falls located?
 - Which falls are located on the Zambezi River in Zimbabwe?
 - On which river are Victoria Falls located?Answer: The correct answer is 'b' because 'Victoria Falls are located on the Zambezi River in Zimbabwe' answers the question, 'Which falls are located on the Zambezi River in Zimbabwe?'
6. Read each of the following sentences aloud, clearly stressing the word printed in bold. Do not repeat the sentence. Only read it once. Allow 10 seconds between each sentence.
 - The government **wants** to increase taxes.
 - My grandfather **always** has difficulty getting up.
 - Abu should have bought the **larger** case.
 - She hung her washing **on the balcony**.
 - Martin insisted on carrying **his entire** luggage.
 - **Helen** is generous with her food.
 - The building was **destroyed** by fire.
 - 'Standard Times' is a popular **newspaper**.
 - This **kitchen** hasn't been swept.
 - The workers built the stadium **hurriedly**.
7. Read the instructions for **Section 7** aloud to pupils:
'You are going to hear some short conversations. After each conversation, read the three statements and decide which one is correct. Select the option (a-c) that corresponds to the correct answer'.
8. This section focuses on intonation. It comprises short conversations. Read each conversation aloud to pupils. Allow 10 seconds between each conversation.

Man: I've got nothing to eat; can you help? (said politely)

Woman: Am I responsible for you? (said rudely)

Man: Hello! Can I give you a ride?

Woman: I don't need it.

Man: Are you interested in watching the match?

Woman: Why not?

Man: Fatou travels a lot these days.

Woman: I am happy for her.

9. Read the instructions for **Section 8** aloud to pupils:
'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'.
10. Tell pupils that you will read the conversation first (see end of lesson).
11. Read the conversation aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.
12. Tell pupils that you will now read the narrative (see end of lesson).
13. Read the narrative aloud to pupils twice. After the second reading, allow about 20 seconds for them to answer the two questions on it in their exercise books.

Closing (10 minutes)

1. Discuss answers as a class (see end of lesson).
2. For homework, have pupils do practice activity PHL4-L096 in the Pupils' Handbook.

[SECTION 8 – CONVERSATION]

Momodu: Are you coming to the debate tonight?

Peter: What is it about?

Momodu: We are debating the motion, 'Life in the city is better than life in the village'.

Peter: It's obvious which side will win. Everybody knows that life in the city is much better than life in the village.

Momodu: I don't agree. If you live in the city, you may waste a lot of money on foolish activities. The cost of living is much lower in the village.

Peter: Yes, but most of us would like to live in the city because we like the social life, even though it might cost us a lot. Village life is boring; there

are no social activities such as discos, movies and watching the premier league.

Momodu: That is not true. In the village there are also social activities. People dance their traditional dances during various ceremonies and play football and other games.

Peter: Okay. But there are no good jobs in the village.

Momodu: Nonsense. Every villager has a farm, so you don't have people hanging around without jobs. In the city, joblessness, especially among youths, is turning most of them into thieves and robbers. Besides, people in the city depend on the villagers for certain foodstuffs and raw materials. Furthermore, the value of money decreases every day in the city but in the village its value is almost constant.

Peter: That's only because there's nothing in the village to spend money on! What's the good of having money if you can't spend it?

Momodu: And another thing; the city has grown so quickly that it is overcrowded, dirty, smelly and full of all kinds of diseases. Life in the village may be boring but it's cleaner and safer.

Peter: Look, we can go on and on. You may prefer the peace and quiet of the village, but I'll take the hustle and bustle of the city any day. I love it here.

[SECTION 8 – NARRATIVE]

When we write, we use symbols – that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be the act of forming these symbols: making marks on a surface of some kind. But writing is clearly much more than the production of symbols, just as speech is much more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences.

Also, as a rule when we write, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in a certain way. The sequence may be very short – perhaps only two or three sentences – but, because of the way the sentences have been put in order and linked, they form a coherent whole that is used to communicate something.

Writing in this way requires some conscious mental effort: we think out our sentences and consider various ways of combining and arranging them so that they transmit what we want to say. The reason for this is that we are always writing for a reader – someone has to read what we have written to comprehend the ideas we

want to pass on. The reader is not present, which is why we choose this channel of communication – writing – rather than speaking.

Because the reader is not present, and in some cases, may not even be known to us, we have to ensure that what we write can be understood without any problems or any further help from us. This is the reason for the care we must take when writing. It is by the organisation of our sentences into a clear, complete, coherent whole that we are able or hope to be able to communicate successfully with our reader through the medium of writing.

[PUPILS' MOCK EXAMINATION – FROM PUPILS' HANDBOOK]

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 are located on the Zambezi River in Zimbabwe.

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

Answer: The correct answer is 'b' because 'Victoria Falls are 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.

[MOCK EXAMINATION – ANSWERS]

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.

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Document information:

Leh Wi Learn (2018). "*Maths, SeniorSecondarySchool Year 4, Term 2 MS0723, teachers guide.*" A resource produced by the Sierra Leone Secondary Education Improvement Programme (SSEIP). DOI: 10.5281/zenodo.3745416.

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Archived on Zenodo: April 2020.

DOI: 10.5281/zenodo.3745416

Please attribute this document as follows:

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