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# ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

## West African Examination Council Teacher's Guide Language Weeks 1-12 Preparation

USAID/Liberia ABE:ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

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# ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

USAID/LIBERIA ABE: ACCESS IDIQ CONTRACT

AID-OAA-I-14-00073/AID-669-TO-17-00001

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Accelerated Quality Education for Liberian Children (AQE)-ALP  
LPSCE Preparation  
Language

**Objectives for the Saturday Classes**

The purpose of the Saturday Classes is to help level 3 learners prepare for the Liberia Primary School Certificate Examination LPSCE

**Purpose:** This document is intended to provide guidance for school administrators and teachers on how the Saturday classes for WAEC preparation will be implemented each week. It will outline how teachers can review topics to be covered on the LPSCE and help learners develop study and examination taking skills. It also outlines how learners can review and practice skills and content expected to be covered

The Saturday class is an additional class to prepare for the WAEC examinations. However, teachers should not use the time to teach new lessons or missed lessons. Learners are encouraged to attend all classes so that they have the opportunity to review previous knowledge and skills and as well to do practice test on the content of the exam. It will focus on Language Arts, Social Studies, Mathematics and Science using worksheets, supplementary notes, Teacher Guides and learner workbooks from the tested contents.

**Duration:** Additional classes will be conducted over 12 Saturdays. Classes will run each Saturday for 5 hours - with small breaks in between sessions and a 20 minute break for recess.

**Teaching and Learning Materials**

Materials for the preparation of the LPSCE will consider a wide range of materials including but not limited to: a Saturday class Teacher Guide, Teacher Guides, Learner work books-grades 4-6, -levels 2 and 3, work sheets, topic review summary sheet, etc. for the tested content. Teachers are encouraged to use the resources as suggested for each review topic. Teachers are equally encouraged to make their own locally developed materials and use when and where applicable.

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Language LPSCE Preparation**

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**Accelerated Quality Children for Liberian Children (AQE)-ALP  
Language LPSCE Preparation**

**Accelerated quality Education for Liberian Children- AQE**

**Objectives for the LPSCE Preparation Classes**

The purpose of the LPSCE Preparation Classes is to help level 3 learners prepare for the Liberia Primary School Certificate Examination LPSCE

This document is intended to provide guidance for school administrators and teachers on how the Saturday classes for LPSCE preparation will be implemented each week. It will outline how teachers can review topics to be covered on the LPSCE and help learners develop study and examination taking skills. It also outlines how learners can review and practice skills and content expected to be covered

The LPSCE Saturday class is a compulsory class. However, teachers should not use the time to teach new lessons or missed lessons. Learners are encouraged to attend all classes so that they have the opportunity to review previous knowledge and skills and as well to do practice test on the content of the exam. It will focus on Language Arts, Social Studies, Mathematics and Science using worksheets, supplementary notes, Teacher Guides and learner workbooks from the tested contents.

**Duration:** Additional classes will be conducted over 12 Saturdays. Classes will run each Saturday for 5 hours - with small breaks in between sessions and a 20 minute break for recess.

**Teaching and Learning Materials**

Materials for the preparation of the LPSCE will consider a wide range of materials including but not limited to: a Saturday class Teacher Guide, Teacher Guides, Learner work books-grades 4-6, -levels 2 and 3, work sheets, topic review summary sheet, etc. for the tested content. Teachers are encouraged to use the resources as suggested for each review topic. Teachers are equally encouraged to make their own locally developed materials and use when and where applicable.

## Week 1: Language Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Review different kinds of nouns and their usage
- Complete exercises to demonstrate knowledge of nouns and their usage

### Materials and Preparation

- One-page summary notes on topic for teacher
- Worksheet (sample items to complete in class, at home)
- For additional information on this topic, please see Level 3 Teacher's Guides Module A lessons 6 & 8, Module C lesson 55 and Module D lesson 58.

### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps
- Observe learners mistakes and errors and review them with learners.

### Step-by-step activities

Time	Activity	Notes
5 min	<b>Introduction</b> <ul style="list-style-type: none"><li>• Ask learners what they already know about the Liberia Primary School Certificate Exam (LPSCE) exams.</li><li>• Explain the importance of the Saturday Classes to prepare for the exam.</li><li>• Use the following notes as guidelines.<ul style="list-style-type: none"><li>○ The LPSCE determines if you have the knowledge and skills to needed to do well in junior high school-</li><li>○ The test will examine content from Levels 2-3 or content taught in your previous schooling.</li><li>○ The Saturday classes are to help you prepare for the exams</li><li>○ Each week, we will review a topic expected to be covered during the WAEC. You may be familiar with some of the topics. Some could be new to you.</li><li>○ It is important that all learners should try their best during these classes and not disturb others from learning. This is why you need to be attentive as we go through the review. Feel free to stop me and ask questions when there is anything you do not understand.</li><li>○ Finally, in order to do well, you need to do some study every day. We can only cover so much in the Saturday classes. Each learner</li></ul></li></ul>	



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**Language LPSCE Preparation**

Time	Activity	Notes
	<p style="text-align: center;">will have to spend dedicated time during the week to really be ready for the exams.</p> <ul style="list-style-type: none"> <li>• Introduce the lesson objectives.</li> <li>• Our review today will focus on different kinds of nouns and their usage. We will review different types of nouns and how they are used.</li> <li>• Explain, we will first do a small activity to find out what you know about the topic. Then we will review the topic together. You will be given a reading assignment or additional exercises to complete on the topic.</li> <li>• Put learners into small groups of 4 – 5 learners.</li> </ul>	
15 min	<p><b>Activating prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Give worksheet to learners</li> <li>• Explain that they are responsible for these worksheets and they are important to help them with their exam preparation. They should take them home with them.</li> <li>• Explain to the learners that they have 10 minutes to do the activity.</li> <li>• After 9 minutes, say to learners, “You have 1 minute left.”</li> <li>• After 10 minutes, say to learners “Time is up. Please put your pens down.”</li> <li>• Write the correct answers on the board and have learners check their papers using the key.</li> <li>• If time allows, have a short discussion with the learners where did they do well? Where did they do not so well?</li> </ul>	Worksheet 1: Nouns -Review Respect the time! Stop learners even if they have not completed.
30 min	<p><b>Concept Review</b></p> <ul style="list-style-type: none"> <li>• Review key concepts using the summary sheet</li> <li>• As you are reviewing, write more examples for each point for learners to copy in their copybooks.</li> <li>• Check learner’s understanding regularly. Ask them to put their thumbs up if they understand and thumbs down if they don’t understand. If you see many learners with their thumbs down ask them what area is difficult for them.</li> <li>• After each point, ask learners if they have any questions.</li> </ul>	Encourage learners to ask questions if they don’t know or understand.
10 min	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>• Tell learners to complete the homework exercise on the worksheet. They should write the answer in their copybooks. If they have questions, they can ask a parent or peer. They can bring their questions to the next class. Remind learners that there are additional review activities in their workbooks for further practice which are indicated on the worksheet.</li> </ul>	

**WEEK 1 WORKSHEET 1**  
**NOUNS REVIEW**

1. A **NOUN** is a word that names a person, a place, a thing, or an idea. Ideas are thoughts and cannot be seen. Examples of ideas include happiness, joy, pain, and fairness.
2. Kinds of Nouns. There are two basic kinds of nouns: 1. **Common** 2. **Proper**
  - A **COMMON NOUN** names a general person, place, thing, or idea. It does not refer to something specific, for example, shoe, cat, house
  - A **PROPER NOUN** names a specific person, or place. It refers to the **NAME** of a noun, for example, Paul or Executive Mansion Broad Street. Proper nouns begin with a capital letter.
3. In addition to common and proper nouns, there are also **CONCRETE** and **ABSTRACT** nouns. For example, Hat is a concrete noun, Love is an abstract noun.
  - **CONCRETE NOUNS** are nouns that you can see, hear, touch, smell, or taste. Examples: hat, book, salt, smoke, sugar.
4. **ABSTRACT NOUNS** are nouns that you **cannot** see, hear, touch, smell, or taste. They are ideas, qualities, and feelings. Examples: love, justice, fairness.
5. A **COLLECTIVE NOUN** names a group, which is like a collection of people or things. Examples: family, team, choir, jury, committee, herd flock.
6. A noun can name one (**singular**) or more than one (**plural**) person, place or things
  - Nouns are made plural by adding -s,-es or -ies (dog-dogs; box-boxes; fly-flies). Some nouns have irregular plurals (child-children, man-men, sheep-sheep)
7. A **COMPOUND NOUN** is a noun made up of two or more words. Each word makes up part of the meaning of the noun. Compound nouns can be written in three ways:

A single word	Two words	Hyphenated
Haircut	rain forest	self-esteem
Toothpaste	ice cream	brother-in-law

8. Gender is the sense of a noun or pronoun that has the quality of being masculine, feminine, neuter, or common.

Neutral	Masculine	Feminine
<ul style="list-style-type: none"> <li>• cow</li> <li>• chicken</li> <li>• human</li> </ul>	<ul style="list-style-type: none"> <li>• bull</li> <li>• rooster</li> <li>• man</li> </ul>	<ul style="list-style-type: none"> <li>• cow</li> <li>• hen</li> <li>• woman</li> </ul>

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WEEK 1 WORKSHEET 2

Write the answer in your copybook.

A. Identifying Nouns: Underline the noun in each sentence.

1. She is travelling to **Gbarnga**.
2. She has very long **hair**.
3. They are hungry, they ate all of the **food**.

B. Types of nouns: Circle the proper noun in the sentence.

1. Ellen Johnson is a strong leader.      a. strong      b. leader      c. **Ellen Johnson**      d. is
2. The fisherman crossed the Lofa River.      a. **fisherman**      b. crossed      c. the      d. Lofa River
3. I read the book a Name and You.      a. **Name and You**      b. book      c. read      d. the

C. Circle the common noun in the sentence.

1. The doctors are sad.      a. sad      b. **doctors**      c. are      d. the
2. We went to the market.      a. **market**      b. to      c. we      d. the
3. The bridge fell apart.      a. fell      b. **bridge**      c. the      d. apart

D. Singular and Plural Nouns. Circle the correct answer.

1. The plural of sheep is:      a. **sheep**      b. sheeps      c. sheepes      d. sheps
2. The plural of box is:      a. **boxes**      b. boxis      c. boxes      d. boxed
3. The plural of party is:      a. **parties**      b. partys      c. partries      d. patries
4. The plural of tooth is:      a. teeths      b. **teeth**      c. tooths      d. tooth
5. The plural of donkey is:      a. donkey      b. **donkeys**      c. donkies      d. donkeyies

E. Gender: Masculine and Feminine. Circle the correct answer.

1. A female chicken is a \_\_\_\_\_.      a. chicken      b. rooster      c. hen      d. chick
2. A male sheep is a \_\_\_\_\_.      a. ewe      b. sheep      c. lamb      d. ram
3. A male cat is a \_\_\_\_\_.      a. tom      b. kitten      c. tabby      d. cat
4. A female sheep is an \_\_\_\_\_.      a. ewe      b. sheep      c. lamb      d. ram

**WEEK 1 HOMEWORK ACTIVITY**

**Write the answers in your copybook.**

**1. Identifying Nouns: Underline the noun in each sentence.**

1. We are planting corn.
2. They sent him to prison.
3. Where are the judges?

**2. Types of nouns: Circle the proper noun in the sentence.**

1. Liberia is a rich country.
2. We visited the Wologisi Mountains.
3. Do you like the Nissan car?

**3. Circle the common noun in the sentence.**

1. All children love to play.

a. love                      b. play                      c. children                      d. to

2. This is a busy street.

a. busy                      b. a                      c. street                      d. This

3. Did you visit the city?

a. visit                      b. did                      c. the                      d. city

**4. Singular and Plural Nouns. Circle the correct answer.**

1. Which of the below is the plural of the noun **fox**?

a. fox                      b. foxs                      c. foxes                      d. foxis

2. The plural for the noun **lady** is:

a. ladyies                      b. laddies                      c. ladys                      d. ladies

3. Which of the below is the plural of the noun **desk**?

a. desks                      b. deskes                      c. deskies                      d. desk

4. Which of the below is the plural of the noun **foot**?

a. feet                      b. feets                      c. foots                      d. foot

5. Which of the below is the plural of the noun **swine**?

a. swines                      b. swine                      c. swined                      d. swinies

6. Which of the below is the plural of the noun **deer**?

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- a. deers                      b. deeries                      c. deer                      d. deeres

**5. Gender-Masculine and Feminine. Circle the correct answer.**

1. Which of the below is the feminine for the noun **father**?

- a. woman                      b. sister                      c. aunty                      d. **mother**

2. Which of the below is the masculine for the noun **niece**?

- a. father                      b. uncle                      c. **nephew**                      d. cousin

3. Which of the below is the masculine for the noun **queen**?

- a. king**                      b. prince                      c. uncle                      d. duke

4. Which of the below is the feminine for the noun ?

- a. **ewe**                      b. sheep                      c. lamb                      d. ram

5. Which of the below is the masculine for the noun **sheep**?

- a. sheep                      b. **ram**                      c. lamb                      d. kit

**For additional review, read and complete the exercises in your workbook: Module C lessons 39.3, 46.1 and Module D lessons 82.3 (page 158) and 85.2 (page 178).**

## Week 2: Language Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Answer comprehension questions about a reading passage
- Demonstrate knowledge of synonyms and antonyms

### Materials and Preparation

- Week 2 Review Guide
- Worksheet (sample items to complete in class, at home)
- For additional information on this topic, please see Level 2 Teacher’s Guide unit 5 lessons 123, 124, 125, 127, 128 & 128; Level 3 Teacher Guide module C lesson 38 and module D lesson 56.
- LWB Level 3 Module B (for homework assignment)

### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps.
- Observe learners mistakes and errors and review them with learners.

### Step-by-step activities

Time	Activity	Notes
15 min	<p><b>Introduction and Review</b></p> <ul style="list-style-type: none"> <li>• Introduce the lesson objectives. <ul style="list-style-type: none"> <li>➤ Our review today will focus on reading a passage and answering comprehension questions</li> <li>➤ build vocabulary with emphasis on synonyms and antonyms</li> </ul> </li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Go over homework with class. Provide correct answers. Ask learners if they have any questions from the reading assignment.</li> </ul>	
25 min	<p><b>Learning Activity-1 Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Refer learners to week 2 worksheet.</li> <li>• Explain that they are responsible for these worksheets and they are important to help them with their exam preparation. They should take them home with them and keep them in a safe place for revision every week.</li> </ul>	Respect the time! Stop learners even if they have

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Time	Activity	Notes
	<ul style="list-style-type: none"> <li>• Instruct learners to read the passage and write the answers to the questions in their copybooks.</li> <li>• Explain to the learners that they have 15 minutes to do the activity.</li> <li>• After 10 minutes, say to learners, "You have 5 minutes left."</li> <li>• After 15 minutes, say to learners "Time is up. Please put your pens down."</li> <li>• Review and write correct answers on board and have learners check their papers using the key.</li> <li>• Ask learners if they have any questions.</li> </ul>	not completed.
5 min	<p><b>Concept Review</b></p> <ul style="list-style-type: none"> <li>• Review the concept of synonym and antonym, provide a definition for each.</li> <li>• As you are reviewing, write 1-2 examples for each point for learners to copy in their copybooks OR give an example for whole-class practice.</li> </ul> <p><b>Synonyms are words with the same or nearly the same meaning.</b>  <b>Antonyms are word with opposite meanings.</b></p> <ul style="list-style-type: none"> <li>• Check learner’s understanding regularly. Ask them to put their thumbs up if they understand and thumbs down if they don’t understand. If you see many learners with their thumbs down ask them what area is difficult for them.</li> <li>• After each point, ask learners if they have any questions.</li> </ul>	<b>Learning Activity -2 Vocabulary</b>
10 min	<p><b>Learning Activity-2 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Have learners work in their small groups to complete the Vocabulary learning activity in their copybooks.</li> <li>• Review answers remembering to provide meaning for the words and give other synonyms or antonyms for the word.</li> </ul>	
5 min	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Tell learners to complete the homework exercise on the worksheet. They should write the answer in their copybooks. If they have questions, they can ask a parent or peer. They should bring their questions to the next class.</li> <li>• Remind learners that there are additional review activities in their workbooks for further practice which are indicated on the worksheet.</li> </ul>	

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WEEK 2 WORKSHEET 1

READING COMPREHENSION: Liberia's Natural Resources

Read the passage and answer the questions.

Liberia is rich. It has a lot of natural resources. Natural resources are materials and minerals that are found in nature. They are not made by human beings.

It is important for every Liberian to know about Liberia's riches—its natural resources. Among Liberia's many resources are our rainforests.

Rainforests

Did you know that Liberia has one of the largest rainforests in the world? Sixty per cent of our land in Liberia is forested. Forty per cent of all the rainforest land in West Africa is in Liberia.

A rainforest is a forest that is green all year. It is called a rainforest because of the high amount of rainfall it gets in a year.

The rainforest gives us many riches. About 200 different kinds of trees grow in Liberia. Certain medicines are made from plants that grow in the rainforest. Many special animals also live there, such as elephants, chimpanzees, pygmy hippos, antelopes, and many birds.

Another source of money from the rainforest could be tourism. Tourists are people from other countries who come to see the rainforest. Liberia may have more and more tourists in the coming years.

Questions:

- Why is Liberia rich? **Liberia is rich because it has many resources.**
- What percentage of land in Liberia is forest? **Sixty percent of the land in Liberia is forest.**
- How many types of trees grow in Liberia? **There are over 200 kinds of trees that grow in Liberia.**
- What do we get from plants that grow in the rainforest? **We get medicines from plants that grow in the rain forest.**
- What should we do when we cut down trees? **We should replant the trees.**





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WEEK 2 WORKSHEET 2  
VOCABULARY

Synonyms are words with the same or nearly the same meaning.  
Antonyms are word with opposite meanings.

In each of the following sentences, a word or group of words is underlined followed by four options lettered A-D. Choose the one that is opposite in meaning to the underlined and write it in your copybook.

Do not swim in the lake. It is <u>dangerous</u> .  a. quiet b. unsafe c. <b>safe</b> d. healthy	The game did not <u>start</u> early.  a. begin b. <b>end</b> c. commence d.
This place is very <u>quiet</u>  a. safe b. noisy c. unsafe d. <b>silent</b>	I always <u>forget</u> to do my homework  a. <b>remember</b> b. avoid c. finish d. start

In each of the following sentences, a word or group of words is underlined followed by four options lettered A-D. Choose the one that has the same in meaning as the underlined word and write it in your copybook.

Did you start the game?  a. <b>begin</b> b. end c. finish d. watch	This is a swift runner.  a. <b>fast</b> b. slow c. good d. easy
They are rich people.  a. <b>poor</b> b. wealthy c. kind d. mean	We are very mad.  a. sad b. <b>angry</b> c. pleased d. happy

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WEEK 2 HOMEWORK

**Reading comprehension**

Read Level 3 -Module B Lesson 31.1 (page 155) 'Importance of Fertilizer 'in their workbook and answer the discussion questions.

**Vocabulary**

**Rewrite the sentence in your copybook.**

**Replace the underlined word with a synonym from the box**

**Use the word in a sentence of your own.**

Word Box

glad    blend    present    error    thief

- a. His uncle bought a gift.(present)
- b. The bulger stole the diamond(**thief**)
- c. Mix the flour and the sugar **blend**)
- d. We were happy to visit the zoo.(glad)
- e. There is a mistake in the addition.(error)

**For additional review, read and complete the exercises in your workbook: Level 3 module D lesson 59.1 (page 22), 66.1 (page 58) and 66.2 (page 60).**

## Week 3: Language Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Define pronouns
- Identify and use different types of pronouns
- Complete exercise to demonstrate knowledge of pronouns and their usage

### Materials and Preparation

- Week 3 Review Guide
- Worksheet (sample items to complete in class, at home)
- Summary of pronouns and their usage
- For additional information on this topic, please see Level 2 Teacher’s Guide unit 4 lesson 93, unit 5 lesson 160, Level 3 Teacher’s Guide module D lessons 60, 61, 62, 63, 64 and 68.

### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps.
- Observe learners mistakes and errors and review them with learners

### Step-by-step activities

Time	Activity	Notes
<b>15 min</b>	<p><b>Introduction and Review</b></p> <ul style="list-style-type: none"> <li>• Introduce the lesson objectives. <ul style="list-style-type: none"> <li>➤ Our review today will focus on reviewing pronouns and their usage.</li> </ul> </li> </ul> <p><b>Review Homework</b></p> <ul style="list-style-type: none"> <li>• Go over homework with class. Provide correct answers.</li> <li>• Ask learners if they have any questions from their reading assignment.</li> </ul>	
<b>40 min</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Review pronouns: <ul style="list-style-type: none"> <li>➤ Define and identify pronouns,- complete guided practice 1</li> <li>➤ Discuss personal pronouns- persons and case- complete guided practice</li> <li>➤ Discuss indefinite pronouns- complete guided activity</li> </ul> </li> </ul>	Encourage learners to ask questions

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Time	Activity	Notes
	<ul style="list-style-type: none"><li>• As you review, provide more examples for learners to copy in their books OR give an example for whole-class practice.</li><li>• After each point, ask learners to ask questions about the content reviewed.</li></ul>	
<b>5 min</b>	<b>Homework</b> <ul style="list-style-type: none"><li>• Tell learners to complete the homework exercise on the worksheet. They should write the answer in their copybooks. If they have questions, they can ask a parent or peer. They should bring their questions to the next class.</li><li>• Remind learners that there are additional review activities in their workbooks for further practice which are indicated on the worksheet.</li></ul>	

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**WEEK 3 WORKSHEET 1  
PRONOUN REVIEW**

Pronouns stand in the place of the noun or nouns. There are many forms of pronouns. Personal pronouns have:

- **Number:** They are singular or plural.
- **Person:** 1<sup>st</sup> person is the person speaking, 2<sup>nd</sup> person is the person being spoken to, and 3<sup>rd</sup> person is the person being spoken about.
- **Case:** Tells how a pronoun is being used in a sentence (subject, object, or possessive).

Personal Pronouns						
	Subject		Object		Possessive	
	Singular	Plural	Singular	Plural	Singular	Plural
<b>1<sup>st</sup> person</b>	I	we	me	us	my, mine	our, ours
<b>2<sup>nd</sup> person</b>	you	you	you	you	your, yours	your, yours
<b>3<sup>rd</sup> person</b>	he, she, it	they	them	them	his, hers, hers it	their, theirs

- Indefinite pronouns do not refer to a specific person, place, or thing

Indefinite pronoun		
All	Everybody	Anything
Any	Everyone	Everything
Anybody	Few	Something
Anyone	Many	Neither
Both	More	None
Each	Most No Body	Nothing
Several	No One	
Some		
Somebody		
Someone		

WEEK 3 WORKSHEET 2  
PRONOUN REVIEW

Practice 1- identify pronouns

Identify pronouns– Direction: Select the pronoun in the sentence. Write it in your copybook.

1. **We** went to the beach.
2. ii. **You** are having breakfast.
3. iii. **Her** name is Yassa. This book is hers.
4. iv. Did the children take **them**?

Practice 2- personal pronouns- persons and case

Rewrite each sentence in your copybook. Change the underlined word or words to a pronoun.

1. Sarah cooked fish dinner for the children. (*them*)
2. My parents sold the car. (*they, It*)
3. Mr Jones went to the movies with Yassah. (*He, her*)
4. The house needs a new door. (*It*)

Practice 3-Indefinite Pronoun

Rewrite the sentence in your copybook. Complete with the correct form of the indefinite pronoun

1. \_\_\_*Some*\_\_\_ of the books are interesting. (some, any)
2. \_\_\_*Many*\_\_\_ are in our library. (each, many)
3. \_\_\_*everything*\_\_\_ is ready for the picnic. (everything, both)

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WEEK 3 HOMEWORK

Copy the sentence. Circle the pronoun in each sentence.

Write "O" if the pronoun is an object and "S" if the pronoun is a subject.

- a. Are you done with the salt? Put it on the counter.   O
- b. It is raining again today.   S
- c. We are the best at soccer.   S
- d. The driver gave us the change.   O
- e. You will find the story interesting.   S

Rewrite the sentence in your copybook. Complete with the correct form of the indefinite pronoun

1.        of the people have arrived. (no one, *most*)
2.        of the people helped. (nothing, *several*)
3.        said we did a good job. (anyone, *someone*)

For additional review, read and complete the exercises in your workbook: Level 3 Module D lessons 60.2 (page 30), 60.5 (page 32) and 61.3 (page 37)

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## Week 4: Language Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Review the use of capitalization, periods, question marks, commas, semicolons and apostrophes.
- Complete exercises on the correct use of capitalization, periods, question marks, commas, semicolons and apostrophes.
- Complete a short composition, applying the correct use of capitalization, periods, question marks, commas, semi-colons and apostrophes.

### Materials and Preparation

- One-page summary notes on topic for teacher
- Worksheet (sample items to complete in class, at home)
- For additional information on this topic, please see Level 3 Teacher's Guide module A lesson 7, module C lesson 40 and module D lesson 65.

### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps.
- Observe learners mistakes and errors and review those errors with learners

### Step-by-step activities

Time	Activity	Notes
5 min	<b>Introduction</b> <ul style="list-style-type: none"><li>• Introduce the preparation activity:<ul style="list-style-type: none"><li>➤ Remind students that the purpose of Saturday classes is to help them prepare for Liberia Primary School Certificate Exam (LPSCE)</li></ul></li><li>• Introduce the review procedure<ul style="list-style-type: none"><li>➤ We will firstly review homework from last class and answer any questions. Then we will move on to this week's topic and do a small activity to find out what you know about the topic. Then we will review the activity together. You will then be assigned homework to complete for the next class.</li></ul></li><li>• Introduce the lesson objectives.<ul style="list-style-type: none"><li>➤ Our review today will focus on punctuation including capitalization, periods, question marks, commas, semicolons and apostrophes. We</li></ul></li></ul>	

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	will review when these different punctuations are used. We will practice their application in a short composition.	
<b>10 min</b>	<p><b>Homework Review</b></p> <ul style="list-style-type: none"> <li>• Review assigned homework from week 3 – pronouns part 1</li> <li>• Answer any questions from students</li> <li>• Ensure their comprehension before moving on to the next topic</li> </ul>	
<b>20 min</b>	<p><b>Activating prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Refer learners t week 4 work sheey.</li> <li>• Explain direction- Instruct learners to write the answers to the activity in their copybooks.</li> <li>• Explain to the learners that they have 15 minutes to do the activity.</li> <li>• After 10 minutes, say to learners, “You have 5 minutes left.”</li> <li>• After 15 minutes, say to learners “Time is up. Please put your pens down.”</li> <li>• Write correct answers on board and have learners check their papers using the key.</li> </ul>	Respect the time-stop learners even if they have not completed
<b>20 min</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Review key concepts using the summary sheet</li> <li>• As you review, provide more examples for learners to copy in their books OR give an example for whole-class practice</li> <li>• After each point, ask learners to ask questions about the content reviewed.</li> </ul>	<b>Encourage learners to ask questions</b>
<b>5 min</b>	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>• Tell learners to complete the homework exercise on the worksheet. If they have questions, they can ask a parent or peer. They should bring their questions to the next class.</li> <li>• Remind learners that there are additional review activities in their workbooks for further practice which are indicated on the worksheet.</li> </ul>	

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**WEEK 4 WORKSHEET 1**  
**Subject Review**

- **Comma:** There are eight basic uses of commas
  1. Rule: Use a comma before a conjunction (and, but, yet, so, or nor, for) when it joins two complete ideas (independent clauses). Ex. He walked down the street, and then he turned the corner.
  2. Rule: Use commas to separate items in a list of three or more. Ex. I need to buy eggs, bread, cabbage, and cucumber.
  3. Use a comma to separate a dependent clause (incomplete thought) from an independent clause (complete thought). Ex. When I get older, I will be able to drive
  4. Use a comma(s) to separate any word or phrase from the rest of the sentence that is not essential to the sentence's meaning. This phrase usually provides extra information about the subject Ex. I am ready for my dad, a hard-working man, to come home.
  5. Use a comma to separate a quotation from the rest of a sentence. Ex. "We need to buy more sugar," she said, "before it runs out!"
  6. Use a comma to separate an introductory element from the rest of a sentence. Ex. Hi, how are you?
  7. Use a comma to separate the name of a city from a country or county. Ex. I live in Voinjama, Lofa county.
  8. Use a comma to separate the day of the week, the day of the month, and the year. Ex. Today is Wednesday, January 20, 2020.
- **Period:** A period is used at the end of sentences that make statements or include a command. Ex. Gloria wants to be a nurse when she grows up. Close the door behind you. Periods are also used in abbreviations. Ex. The U.S.A, 5 p.m.
- **Question Mark:** A question mark is used to show that a sentence contains a question. It goes at the end of the sentence containing the question. Ex. Would you like some plantains? What time is it?
- **Capitalization:** There are five basic uses of capitalization.
  1. Capitalize the first word of a sentence. Ex. The cat is sleeping.
  2. Capitalize names and proper nouns. Ex. My brother's names are Paul and Maxwell.
  3. Capitalize days, months and holidays. Ex. Next Friday is Christmas Day.
  4. Capitalize titles of books or movies. Ex. My favorite book is The Tortoise and the Hare.
  5. Capitalize countries, nationalities and languages. Ex. My mother is Liberian, and my father is Sierra Leonean.
- **Semicolon:** There are four basic uses of semicolons.
  1. Semicolons connect related independent clauses. Ex. Check back with me next week; I will have a better idea by then.
  2. Semicolons can replace conjunctions such as and, but and or. Ex. I saw a big bird; it was eating a mouse.
  3. Semicolons are used in long lists or lists containing internal punctuation. Ex. Voinjama, Lofa County; Buchanan, Grand Bassa County; Gbarnga, Bong County; Ganta, Nimba County.
  4. Use semicolons with conjunctive adverbs such as however, moreover, consequently and therefore. Ex. They were told not to eat before dinner; however, Mary had some rice first.
- **Apostrophes:** There are two uses of apostrophes.
  1. An apostrophe marks possession or who something belongs too. Ex. Daniel's car. The bird's feathers.

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2. The apostrophe is used with contractions and is placed where letters are removed. Ex. I am = I'm, you are = you're, he is = he's, do not = don't, I will = I'll.

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WEEK 4 WORKSHEET 2

Check-in

**1. Capitalization - Directions: rewrite these sentences with correct capitalization in your copybook.**

- i. liberia is in africa. *Liberia is in Africa.*
- ii. i attend school in grand bassa county. *I attend school In Grand Bassa County.*
- iii. my favorite holiday is valentines day. *My favorite holiday is Valentine's day.*
- iv. have you met my mother, pauline? *Have you met my mother, Pauline?*

**2. Question Mark and Periods - Directions: rewrite these sentences with either a question mark or period at the end of the sentence in your copybook.**

- i. Did you go to school today *Did you go to school today?*
- ii. My favorite color is green *My favorite color is green.*
- iii. Both of my brothers are very tall *Both of my brothers are very tall.*
- iv. How many sisters do you have *How many sisters do you have?*

**3. Commas - Directions: rewrite these sentences with correct comma placement in your copybook.**

- i. She woke up late consequently she was late for school. *She woke up late consequently, she was late for school.*
- ii. Moses had mango rice bread and water for lunch. *Moses had mango ,rice bread and water for lunch.*
- iii. In five minutes school will be over. *In five minutes, school will be over.*
- iv. Daniel a farmer wakes up very early. *Daniel, a farmer wakes up very early.*

**4. Semicolons - Directions: rewrite these sentences with semicolons in your copybook.**

- i. Mary woke up got out of bed and brushed her teeth. *Mary woke up got out of bed and brushed her teeth.*
- ii. She knew her way to the building she had been there before. *She knew her way to the building she; had been there before.*
- iii. On our trip we visited Monrovia, Liberia Freetown, Sierra Leone Abidjan, Ivory Coast . *On our trip, we visited Monrovia, Liberia; Freetown, Sierra Leone; Abidjan, Ivory Coast*
- iv I don't like ice cream it is too cold. *I don't like ice cream ; it is too cold.*

**5. Apostrophes - Directions: write these sentences with apostrophes in your copybook.**

- i. It is my mothers house. *It is my mother's house*
- ii. The childrens books. *The children's books.*
- iii. I dont know her name. *I don't know her name.*
- iv. Shes doing well. *She's doing well.*

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## 6. Composition

**Directions:** Write a short paragraph in your copybook about your favorite holiday using at least three of the following: commas, semi-colons, question marks, apostrophes or periods and correct capitalization.

### Homework

#### **1. Capitalization - Directions:** rewrite these sentences with correct capitalization in your copybook.

- i. every friday, I am excited for the weekend.                      *Every Friday, I am excited for the weekend.*
- ii. did you know that george weah is the president? Did you know that George Weah is the president?
- iii. rebecca and esther went to bong county last week.      *Rebecca and Esther went to Bong County last week*
- iv. in class today we read the book my favorite food              *In class today we read the book My Favorite Food*

#### **2. Question Marks and Periods - Directions:** rewrite these sentences with either a question mark or period at the end of the sentence in your copybook.

- i. I have an exam tomorrow .                      *I have an exam tomorrow.*
- ii. Can I borrow your pencil                      *Can I borrow your pencil?*
- iii. Do you want to play with us                      *Do you want to play with us?*
- iv. I like to eat rice                      *I like to eat rice .*

#### **3. Commas - Directions:** rewrite these sentences with correct comma placement in your copybook.

- i. "If I don't wake up in time" he whispered "I will be in trouble."                      *"If I don't wake up in time," he whispered "I will be in trouble."*
- ii. Yes I would like more water please                      *Yes, I would like more water please*
- iii. I am going to visit my cousins in Monrovia Montserrado County.      *I am going to visit my cousins in Monrovia, Montserrado County.*
- iv. I will be 12 on Tuesday July 7<sup>th</sup> 2022                      *I will be 12 on Tuesday, July 7<sup>th</sup>, 2022*

#### **4. Semicolons - Directions:** rewrite these sentences with semicolons in your copybook.

- i. I am unable to attend however, my mother will attend in my place.      *I am unable to attend; however, my mother will attend in my place*
- ii. She had to go she called a friend to drive her.                      *She had to go; she called a friend to drive her.*
- iii. The shirts were red, white and blue red, blue and pink, and green, yellow and white.  
**The shirts were red, white and blue ; red, blue and pink; and green, yellow and white.**

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iv. He did not want help he did not ask for it.

*He did not want help; he did not ask for it.*

**5. Apostrophes - Directions: write these sentences with apostrophes in your copybook.**

i. Im going to school today.

*I'm going to school today.*

ii. The boys toy.

*The boys' toy.*

iii. Those paw prints are the dogs.

*Those paw prints are the dogs'.*

iv. Ive never been there.

*I've never been there.*

**6. Composition**

**Directions: Write a letter to a friend in your copybook, inviting them to your house, using at least three of the following: commas, semi-colons, question marks, apostrophes or periods and correct capitalization.**

**For additional review, read and complete the exercises in your workbook: Level 3 module B lesson 7 (page 67), module C lesson 40 (page 28) and module D lesson 65 (page 57).**

## Week 5: Language Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Review the identification of verbs and subjects.
- Identify the differences between plural and singular verbs.
- Complete exercises on the use of plural and singular verbs.

### Materials and Preparation

- One-page summary notes on topic for teacher
- Worksheet (sample items to complete in class, at home)
- For additional information on this topic, please see Level 2 Teacher's Guide unit 6 lessons 158 and 159; Level 3 Teachers' Guide module A lesson 5 and module D lesson 57.

### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps.
- Observe learners mistakes and errors and review them with learners

### Step-by-step activities

Time	Activity	Notes
5 min	<b>Introduction</b> <ul style="list-style-type: none"><li>• Introduce the preparation activity:<ul style="list-style-type: none"><li>➤ Remind students that the purpose of Saturday classes is to help them prepare for Liberia Primary School Certificate Exam (LPSCE)</li></ul></li><li>• Introduce the review procedure.<ul style="list-style-type: none"><li>➤ We will firstly review homework from last class and answer any questions. Then we will move on to this week's topic and do a small activity to find out what you know about the topic. Then we will review the activity together. You will then be assigned homework to complete for next class.</li></ul></li><li>• Introduce lesson objectives.<ul style="list-style-type: none"><li>➤ Our review today will focus on the identification of verbs and their various usages. We will review the various uses of verbs and verb-subject agreement.</li></ul></li></ul>	



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<b>15 min</b>	<p><b>Homework Review</b></p> <ul style="list-style-type: none"> <li>• Review assigned home from week 4 – mechanics</li> <li>• Depending on time – invite students to share their compositions</li> </ul>	
<b>10 min</b>	<p><b>Activating prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Refer learners to worksheet for week 5.</li> <li>• Explain direction</li> <li>• Explain to the learners that they have 15 minutes to do the activity.</li> <li>• After 10 minutes, say to learners, “You have 5 minutes left.”</li> <li>• After 15 minutes, say to learners “Time is up. Please put your pens down.”</li> <li>• Write correct answers on board and have learners check their papers using the key.</li> </ul>	Respect the time-stop learners even if they have not completed)
<b>30 min</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Review key concepts using summary sheet</li> <li>• As you review, provide more examples for learners to copy in their books OR give an example for whole-class practice</li> <li>• After each point, ask learners to ask questions about the content reviewed.</li> </ul>	<b>Encourage learners to ask questions</b>
<b>5 min</b>	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>• Tell learners to complete the homework exercise on the worksheet. If they have questions, they can ask a parent or peer. They should bring their questions to the next class.</li> <li>• Remind learners that there are additional review activities in their workbooks for further practice which are indicated on the worksheet.</li> </ul>	

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**WEEK 5 WORKSHEET 1**

**VERB REVIEW**

- Definition: A verb is a word use to describe an action, state, or occurrence. A verb is the part of a sentence that tells us what the subject (noun) performs.
  - The verbs are in **bold** Ex. He **has** five siblings. Yesterday, Rebecca **went** to school. I **am** five years old.
  - The subjects are underlined. Ex. He has five siblings. Yesterday, Rebecca went to school. I am five years old.
    - Note: The subject comes before the word *of* unless it indicates proportions. Ex. A bouquet of yellow flowers **is** outside.
- Verb-subject agreement: Each verb needs a subject or a person/place/thing that does the action. The action then matches the subject.
  1. Ex. I/eat/come/go, They/eat/come/goes. She/eats/comes/goes.
- Singular and Plural verbs: Subjects and verbs must agree with one another.
  1. Rule: In the present tense, when the subject (noun) is singular, you add a S or if it ends with a vowel, ES. Ex. The dog **chases** the cat. OR She **goes** to the doctor. When the noun is plural in the present tense, the verb does not have a S or ES. Ex. The dogs **chase** the cat. OR They **go** to the doctor.
    - Some verbs have irregular formatting in the plural. Most notably the verb “to be” singular - is, am, has, was; plural – are, have, were. Ex. We **were** running. She **was** running.
  2. Rule: Two singular subjects connected by or, either, neither or not require a singular verb. Ex. My aunt or my uncle **is** arriving by car today.
  3. Rule: Plural verbs are used when two or more subjects are connected by and. Ex. Esther and Stephen **are** going to school.
  4. Rule: In sentences beginning with here or there, the subject follows the verb. Ex. There **are** six chickens outside.
  5. Rule: Use a singular verb with distances, periods of time, sums of money, when considered as a unit. Ex. Ten dollars **is** a high price to pay.
  6. Rule: With collective nouns such as group, family or population, the verb is singular. Ex. My family **is** here.

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**WEEK 5 WORKSHEET 1**

**Check-in**

**1. Identifying verbs: Directions - Identify the verb in each sentence.**

- a. The cat walked over the house.                      a. cat   b. over   c. **walked**   d. house  
 b. ii. Mary dances every dances.                      a. Mary   b every.   c. day   d **dances**

**2. Identifying subjects: Directions – Identify the subject in each of the above sentences.**

- i. a. **cat**   b. over   c. walked   d. house                      ii. a. **Mary**   b. to   c. likes.   d. dance

**3. Singular/Plural verbs: Directions – Select the correct verb (singular or plural) for each sentence.**

- i. My best friend \_\_\_\_ here.                      a. work   b. working   c. **works**   d. workings  
 ii. Sugar and flour \_\_\_\_ needed for the recipe.   a. have   b. is   c. **are**   d. has  
 iii. Here \_\_ Pauline.                      a. **comes**   b. came   c. come   d. camed  
 iv. The population \_\_ large.                      a. are           b. **is**           c. were           d. am

**4. Singular/Plural verbs: Directions - Select the correct subject (singular or plural) for each sentence.**

- i. \_\_\_\_ works on the weekend.                      a. The boys.                      b. **Moses**  
 ii. \_\_\_\_ are taking me on holiday.                      a. Mom or Dad                      b. **Mom and Dad**  
 iii. There is \_\_\_\_ outside.                      a. **A Rabbit**                      b. Rabbits  
 iv. \_\_\_\_ marches in the parade.                      a. **The team**                      b. The teams.

**4. Verb-Subject Agreement: Directions – in your copybook, copy the table and place the verbs with their appropriate subject.**

Come, leaves, goes, eats, hears, are, jump, makes, took, eat, were, has, jumps, hear, make, takes, am, have

I/They/We	She/He
<i>Ex. Come</i> are, jump, took, eat, were, hear, make, am, have,	<i>Ex. Leaves</i> leaves, goes, eats, hears, makes, took ,has, jumps, takes,

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**Homework**

**1. Singular/Plural verbs: Directions – Select the correct verb (singular or plural) for each sentence.**

- i. The dogs \_\_\_ at strangers.                      a. **bark**    b. barking    c. barks.    d. barkings
- ii. Purple and Red \_\_\_ my favorite colors.      a. **are**      b. am    c. was    d. is
- iii. Several books \_\_\_ taken from the library.    a. **were**                      b. was                      c. have.    d. been
- iv. She \_\_\_ every night.                              a. studys                      b. **studies**                      c. study    d. studie

**2. Singular/plural verbs: Directions – In your copybook, write a C for correct if the verb and subject agree or an X if they do not for the following sentences.**

- i. He don't like chocolate. \_\_ **X**
- ii. Cats and dogs love to run. \_\_ **C**
- iii. The children goes to school. \_\_ **X**
- iv. The pen or the pencil are lost. \_\_ **X**
- v. Gayflor and Emmanuel like sports. \_\_ **C**

**3. Singular/plural verbs: Directions – In your copybook, write the singular and plural of each verb in the present tense.**

Verb	Singular	plural
i. "to be"	am, is, are	are,
ii. "to go"	go, goes	go
iii. "to have"	have, has	have
iv. "to do"	do, does	do
v. "to try"	try, tries	Try
vi. "to catch"	catch, catches	Catch

**For additional review, read and complete the exercises in your workbook: Level 3 Module A Lesson 3 activities 3.3 (page 12), 3.4 (page 13) and 3.5 (page14).**

## Week 6: Language Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Review the present, future and past tenses of verbs
- Complete exercises on the use of various verb tenses

### Materials and Preparation

- One-page summary notes on topic for teacher
- Worksheet (sample items to complete in class, at home)
- For additional information on this topic, please see Level 3 Teacher’s Guide Module A lesson 3, 11, 14, 15 and 16; Module C lessons 41, 50, 54 and 55.

### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps.
- Observe learners mistakes and errors and review them with learners

### Step-by-step activities

Time	Activity	Notes
<b>5 min</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduce the preparation activity: <ul style="list-style-type: none"> <li>➤ Remind students that the purpose of Saturday classes is to help them prepare for Liberia Primary School Certificate Exam (LPSCE)</li> </ul> </li> <li>• Introduce the review procedure <ul style="list-style-type: none"> <li>➤ We will firstly review homework from last class and answer any questions. Then we will move on to this week’s topic and do a small activity to find out what you know about the topic. Then we will review the activity together. You will then be assigned homework to complete for next class.</li> </ul> </li> <li>• Introduce lesson objectives. <ul style="list-style-type: none"> <li>➤ Our review today will focus on the different verb tenses and when to use them.</li> </ul> </li> </ul>	
<b>15 min</b>	<p><b>Homework Review</b></p> <ul style="list-style-type: none"> <li>• Review assigned home from week 5 – verbs part 1</li> <li>• Answer any outstanding questions</li> </ul>	

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<p><b>15 min</b></p>	<p><b>Activating prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Refer learners to week 6 work sheet</li> <li>• Explain direction</li> <li>• Allow learners 10 minutes (respect the time-stop learners even if they have not completed)</li> <li>• Write correct answers on board and have learners check their papers using the key.</li> </ul>	
<p><b>30 min</b></p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Review key concepts using summary sheet</li> <li>• As you review, provide more examples for learners to copy in their books OR give an example for whole-class practice</li> <li>• After each point, ask learners to ask questions about the content reviewed.</li> </ul>	<p>Encourage learners to ask questions</p>
<p><b>10 min</b></p>	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>• Tell learners to complete the homework exercise on the worksheet. If they have questions, they can ask a parent or peer. They should bring their questions to the next class.</li> <li>• Remind learners that there are additional review activities in their workbooks for further practice which are indicated on the worksheet.</li> </ul>	

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**WEEK 6 WORKSHEET 1**  
**Subject Review**

**Present Tense**

- Present Simple
  - Definition: Simple present tense is used to indicate an action which happens always, regularly, daily, normally, usually, frequently etc. It is the base form of the verb, but with the third person singular (she/he/it) we add an -s.
    - Ex. I live at home, She lives at home. I work in a shop, He works in a shop.
    - Ex.. I go to school, He goes to school, They go to school, We go to school
- Present Progressive
  1. Definition: The present progressive tense indicates continuing action, something going on now. This tense is formed with the verb “to be” in the present tense (He is, She is, They are, We are, You are, I am), plus the present participle of the verb (with an -ing ending)
    - Ex. I **am** (“To be” in present simple) + *doing* (“do” in present simple + ing) the shopping
    - Ex. I am going to school, They are going to school, We are going to school, He is going to school

**Past Tense**

- Regular past tense
  1. Definition: Simple past describes an event that occurred in the past. It is formed by adding -ed to the infinitive of verb.
    - Ex. I **started** to jump up and down. I **played** football yesterday.
- Irregular past tense
  1. Definition: Irregular past tense verbs are those that do not follow the -ed rule.
    - Ex. I went to school, He went to school, They went to school
    - Below is a list of common irregular verbs

Present Simple	Past Tense	Present Simple	Past Tense	Present Simple	Past Tense
Say	Said	Know	Knew	Become	Became
Make	Made	Get	Got	Leave	Left
Go	Went	Give	Gave	Feel	Felt
Take	Took	Find	Found	Bring	Brought
Come	Came	Think	Thought	Begin	Began
See	Saw	Tell	Told	Keep	Kept

**Future Tense**

- Simple Future
  1. Definition: The simple future is used to predict a future event, express willingness or to give an invitation. The simple future tense is composed of two parts: *will/shall* + the infinitive **without to**
    - Ex. 1 I *will eat* rice for dinner. *Will you go* to the dance with me?
    - Ex 2. I *will/shall go* to school tomorrow.
- Progressive Future
  1. Definition: The future progressive tense indicates continuing action, something that will be happening or going on at some point in the future. This tense is formed of two parts: *will/shall be* + the present participle (with an -ing ending)
    - Ex. He *will be eating* breakfast every day. The dog *will be eating*.
    - Ex. I *will be going* to school tomorrow.

**Emphatic Verbs**

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- Emphatic verbs are used to give greater emphasis to the idea express. They use the addition of do, does or did to give this additional emphasis. They are only used in present and past tenses.
- Emphatic verbs in present tense
  1. Definition: Is formed of two parts: **the present tense of the verb to do** + the *present simple*.
    - Ex. I **do** *write* well.
    - Ex. He **does** *swim*.
- Emphatic verbs in past tense
  1. Definition: Is formed of two parts: **the past tense of the verb to do** + the *present simple*.
    - Ex. I **did** *write* well.
    - Ex. He **did** *swim*.



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Week 6 Check-in

1. Present Tense – Direction: Select the answer which best completes the sentence in the present tense.

- i. I \_\_\_ tv. a. watches b. watching c. **watch** d. watched  
ii. You are \_\_\_ breakfast. a. ate b. **eating** c. eats d. eat.  
iii. They \_\_\_ out. a. going b. went c. **go** d. goes

2. Past Tense – Direction: Select the answer which best completes the sentence in the past tense.

- i. I \_\_\_ to the movies last night. a. goes b. going c. were d. **went**  
ii. They \_\_\_ late to school today. a. is b. **were.** c. was d. will  
iii. She \_\_\_ driven many miles. a. has b. having. c. have. d. **had**  
iv. She \_\_\_ her name aloud. a. say. b. says c. saying. d. **said**  
v. My sister \_\_\_ on the kickball team last year. a. play b. plays c. playing d. **played**

3. Future tense – Direction: Select the answer which best completes the sentence in the future tense.

- i. Tomorrow, I \_\_\_ my work early. a. am completing b. completed c. completing d. **will complete**  
ii. My father \_\_\_ operated on next week. a. **will be** b. was c. will d. will being  
iii. I \_\_\_ to school every day. a. **will be walking** b. walked c. walk d. walks  
iv. \_\_\_ you eat? a. does b. did c. **will** d. willing

4. Emphatic Verbs – Directions: Select the answer which best completes the sentence using emphatic verbs.

- i. \_\_\_ down. a. **Do sit** b. Sit do c. Sat d. Sit  
ii. He \_\_\_ the test. a. did b. does. c. doing d. **did pass**  
ii. You \_\_\_ the cake. a. does eat b. **did eat** c. eats d. ate

Homework

1. Present Tense – In your copybook, write the following sentence in the present tense using the word in ().

- i. I (to work) \_\_ **work**\_\_ on that now.  
ii. My mom (to be) \_\_\_**is**\_ a nurse.  
iii. She (to read) \_\_ **reads**\_ everyday.

2. Past tense – Direction: Select the answer which best complete the sentence in the past tense

- i. My father went \_\_\_ in the river a. for swimming b. **swimming** c. to swimming. d. swam  
ii. I did not \_\_\_ any meat in the market. a. saw b. seen c. seeing d. **see**  
iii. Several books \_\_\_ taken from the library. a. are b. was c. **were** d. being  
iv. One of the plates \_\_\_ broken. a. are b. were c. **was** d. being

3. Future Tense – In your copybook, write the following sentence in future tense using the word in ().

- i. Next year I (to be) \_\_ **will be**\_ eight years old  
ii. We (to go) \_\_ **will go** \_\_ home this weekend.  
iii. She (to work) \_\_ **will work** until 7 p.m.  
iv. They (to drive) \_\_\_**will drive** \_ far daily.

4. Emphatic Verbs - Directions: In your copybook, change each sentence to use emphatic verbs.

- i. I have a new friend I **do have a new friend!** ii. You got into serious trouble. **You did get into serious trouble.**  
iii. Have another glass of water! **Do have another glass of water!**

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For extra practice, please complete the following exercises in the learner's workbook.  
Level 3

Module A Lessons 14.2,14.3(pages71-72)-regular Past tense

Module A Lesson 15.1, 15.2, (pages 75-76) 15.5(page 79) Special past tense

Module B: Lesson 24.4(page121), 25.3(page 126)-future tense

Module C: Lesson 41.4, 41.5, 41.6(pages 214-216) Special past tense

## Language Teacher Guide

Lessons 7 – 12

### Objectives for the Saturday Classes

The purpose of the Saturday Classes is to help level 3 learners prepare for the Liberia Primary School Certificate Examination LPSCE

**Purpose:** This document is intended to provide guidance for school administrators and teachers on how the Saturday classes for WAEC preparation will be implemented each week. It will outline how teachers can review topics to be covered on the LPSCE and help learners develop study and examination taking skills. It also outlines how learners can review and practice skills and content expected to be covered

The Saturday class is an additional class to prepare for the WAEC examinations. However, teachers should not use the time to teach new lessons or missed lessons. Learners are encouraged to attend all classes so that they have the opportunity to review previous knowledge and skills and as well to do practice test on the content of the exam. It will focus on Language Arts, Social Studies, Mathematics and Science using worksheets, supplementary notes, Teacher Guides and learner workbooks from the tested contents.

**Duration:** Additional classes will be conducted over 12 Saturdays. Classes will run each Saturday for 5 hours - with small breaks in between sessions and a 20 minute break for recess.

### Teaching and Learning Materials

Materials for the preparation of the LPSCE will consider a wide range of materials including but not limited to: a Saturday class Teacher Guide, Teacher Guides, Learner work books-grades 4-6, -levels 2 and 3, work sheets, topic review summary sheet, etc. for the tested content. Teachers are encouraged to use the resources as suggested for each review topic. Teachers are equally encouraged to make their own locally developed materials and use when and where applicable.

Time	Topic
Week 1	Nouns
Week 2	Reading comprehension and vocabulary
Week 3	Pronouns
Week 4	Mechanics-Punctuation
Week 5	Verbs
Week 6	Verb-Tenses
Week 7	Adjectives and adverbs
Week 8	Literature in English
Week 9	Conjunction and interjection
Week 10	Prepositions and articles
Week 11	Elements of a sentence
Week 12	Mock Exam 1 – Language and Social Studies - Shading simulation- identification code and answer sheets
Week 13	Mock Exam 2 – Science and Math - Shading simulation- identification code and answer sheets

## Week 7: Adjectives and Adverbs Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Review the use of descriptive and comparative adjectives
- Review the use of different adverbs including time, place, frequency and degree and manner
- Complete exercises on the correct use of adjectives and adverbs and spelling

### Materials and Preparation

- One-page summary notes on topic for teacher and learners
- Worksheet (sample items to complete in class, at home) one for every learner
- For additional information on this topic, please see Level 3 Teacher's Guides Module A Lessons 9, 14, 19 and 21; Module B Lesson 41; Module C Lesson 46, Module D Lesson 61, 66 and 81.

### Tips

- Avoid long lectures: talk less; allow more time for practice.
- Encourage learners to ask questions, by regularly checking for understanding and provide answers in the worksheet/ test review
- 
- Avoid reteaching what learners already know do quick recaps
- Observe learners mistakes and errors and review them with learners.

### Step-by-step activities

Time	Activity	Notes
5 min	<b>Introduction</b> <ul style="list-style-type: none"><li>• Introduce the lesson objectives.<ul style="list-style-type: none"><li>➤ Our review today will focus on adjectives and adverbs. We will:<ul style="list-style-type: none"><li>○ define adjectives and adverb</li><li>○ identify adjectives and adverbs in sentences</li><li>○ distinguish adjectives from adverbs</li><li>○ describe different types of adjective</li><li>○ practice spelling some words</li></ul></li></ul></li><li>• Ask the learners if they have any questions.</li></ul>	

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<b>10 mins</b>	<p><b>Homework Review</b></p> <ul style="list-style-type: none"> <li>• Review assigned homework from Week 6 – verbs part 2.</li> <li>• Answer any questions from students</li> <li>• Ensure their comprehension before moving on to the next topic</li> </ul>	
<b>15 min</b>	<p><b>Activating prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Give worksheet for Week 7 to each learner.</li> <li>• Refer learners to <b>Check-in</b> at the top of the worksheet. Explain directions. Show an example of how to shade the correct answer <b>Have learners complete the check-in using the answer sheet</b></li> <li>• Administer the quiz.</li> <li>• Allow learners 10 minutes (respect the time-stop learners even if they have not completed)</li> <li>• After 5 minutes, say to learners, "You have 5 minutes left."</li> <li>• After 10 minutes, say to learners "Time is up. Please put your pens down."</li> <li>• Ask the learners, to swap their answer sheets.</li> <li>• Go through the questions, asking learners what was the correct answers, have learners mark their partners test paper.</li> <li>• Ask the learners, what questions did they get right and what ones did they not get right. Quickly review any questions the learners got wrong.</li> </ul>	<p>Worksheet – Adjectives and Adverbs Review</p> <p>Ask learners to write their full name on the worksheet.</p> <p>Respect the time! Stop even if they have not completed</p>
<b>25 mins</b>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Review key concepts using the summary sheet.</li> <li>• After each point, provide or ask learners to provide examples outside of the summary sheet. Ask learners to ask questions about the content reviewed.</li> <li>• When reviewing the spelling review "<i><b>i before e except after c</b></i>" rule." Give more examples. Also remember to give the meaning of the correct answer and asked learner to use the word in a sentence.</li> </ul>	<p>Encourage learners to ask questions if they don't understand or don't know</p>
<b>5 mins</b>	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>• Tell learners to complete the homework exercise on the worksheet. If they have questions, they can ask a parent or peer. They should bring their questions to the next class.</li> <li>• Remind learners that there are additional review activities in their workbooks for further practice which are indicated on the worksheet.</li> <li>• <b>Direct learners to further practice pages on their worksheets.</b></li> </ul>	

**Week 7**

**Learner's Worksheet**

**Check-in**

Each question has four options lettered A to D. Choose the correct option and shade in pencil on your answer sheet the answer space which bears the letter as the option you have chosen. Give only one answer.

An example is provided for you.

Musu \_\_\_\_\_ to school every day.

- a. go
- b. going
- c. goes
- d. gone

The correct answer is goes, which is letter C. Therefore, answer space C would be shaded,

[A]                      [B]                      [C]                      [D]

1. **Identifying adjectives** Read each question carefully and select the correct part of speech from the options A to D. Shade the answer on your answer sheet

1. He is the smartest child in this compound a. compound b. <b>smartest</b> c. child d. this	2. Mary was the better player of the two a. Mary b. two c. player d. <b>better</b>
3. My sister is well dressed in a brown suit. a. dressed b. <b>brown</b> c. suit d. well	4. Our teacher is waving a colorful flag. a. Our b. <b>colorful</b> c. flag d. waving
5. Today, the weather is going to be warm. a. weather b. <b>warm</b> c. going d. Today	6. That was a clever answer. a. answer b. that c. <b>clever</b> d. was

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**2. Comparative and superlative adjectives** – Read each question carefully and select the adjective from the options lettered A to D Shade the answer on your answer sheet

7. My house is ____ than yours a. big <b>b. bigger</b> c. biggest d. the biggest	8. This flower is ____ than that one. <b>a. prettier</b> b. pretty c. the prettiest d. prettiest
9. ____ man in the world is 120 a. Older b. Oldest c. Old d. <b>The oldest.</b>	10. The Nile is the ____ river in the world. a. long <b>b. longest</b> c. longer d. very long
11. Which is the ____ mountain in Liberia? a. high <b>b. highest</b> c. higher d. most high	12. This is the ____ cake I have ever eaten. a. gooder b. better <b>c. best</b> d. good

**3. Identifying adverbs** - Read each question carefully and select the adverb from the options lettered A to D. Shade the answer on your answer sheet

13. She rides her bicycle well a. rides b. bicycle c. she d. <b>well</b>	14. He plays drums wonderfully. a. plays b. drums c. <b>wonderfully</b> d. he
15. I have never been to Sierra Leone. a. <b>never</b> b. been c. Sierra Leone d. have	16. My sister fell down and cried. a. sister b. <b>down</b> c. cried d. fell

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<p>17. Our team won the championship yesterday.</p> <p>a. team b. won c. championship <b>d. yesterday</b></p>	<p>18. They quietly read their books.</p> <p>a. they <b>b. quietly</b> c. read d. books</p>
---	---

**4. Adverbs and adjectives** – You are given a sentence, which contains a blank space. Under each sentence, there are four options lettered A to D. Choose the option that best completes the sentence and record your answer on your answer sheet.

<p>19. We need ____ water.</p> <p>a. most b. many <b>c. more</b> d. mostest</p>	<p>20. She is the ____ student in her class.</p> <p>a. small b. smaller <b>c. smallest</b> d. very small</p>
<p>21. I ____ go to bed at 9 o'clock</p> <p>a. once <b>b. usually</b> c. ever d. daily</p>	<p>22. Be ____ with that glass.</p> <p><b>a. careful</b> b. more carefully c. carefuller d. carefully</p>
<p>23. The flowers smelled ____</p> <p>a. good b. well c. best d. gooder</p>	<p>24. She fell and hurt herself ____</p> <p>a. bad b. worst c. badly d. worse</p>

**5. Spelling** - Spelling: There are four words labelled A to D. Three of the words are correctly spelt and one is misspelt. Choose the misspelt word and shade your answer.

A	B	C	D
25. nature	crucial	<b>aganist</b>	thought
<b>26. beatiful</b>	money	detail	cancel
<b>27. maen</b>	right	mark	calm



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<b>28.</b> important	<b>desesion</b>	forever	please
29. deceive	<b>realease</b>	summary	paraphrase
<b>30. believe</b>	Present	Affect	reason

## Week 7 Summary Sheet: Adjectives and Adverbs Review

**Adjectives definition:** a word that describes a noun or pronoun.

There are different types of adjectives. Some are:

**Descriptive adjectives:** words that shows what quality or in what state a thing is. They are the most commonly used. Descriptive adjectives tell about the:

- Touch: cold, hard, hot, soft, dry, wet
- Taste : sweet, sour, bitter, salty
- Sound: quiet, loud, silent,
- Color: gold, pink, orange, red, blue
- Size: big, tiny, little, small, huge, short, tall, fat
- Shape: round, curved, wide, flat, square,
- Amount: one, five, ten, few, some, many
- Feelings: sad, happy, angry, evil, kind, lazy
- Person or Personality: busy, calm, shy, clever, intelligent, honest

The adjective is underlined and the noun is in bold below.

- Ex. A sick **baby**. A pretty **dress**. A big **farm**. A sour **orange**.

**Quantitative adjectives** describe the quantity of something.

In other words, they answer the question “how much?” or “how many?” Numbers like *one* and *thirty* are this type of adjective. So are more general words like *many*, *half* and *a lot*.

**Examples:** The adjective is underlined and the noun is in bold below.

- There are ten **children** in the class.
- Many **parents** came to the meeting.

**Interrogative adjectives** *interrogate*, meaning that they ask a question. These adjectives are always followed by a noun or a pronoun, and are used to form questions. The interrogative adjectives are:

- **Which** — Asks to make a choice between options.
- **What** — Asks to make a choice (in general).
- **Whose** — Asks who something belongs to.

**Examples:** The adjective is underlined and the noun is in bold below.

- Which **book** will you read?
- What **pet** do you want to buy??"
- Whose **pen** is this?"

We use adjectives to compare people and things.

An ordinary or positive adjective describes one noun. Ex. Janet is tall.

**A Comparative adjective** compare two nouns. When comparing two objects, people, or things, add -er to the end the adjective. If the adjective ends in -y, change the -y to -i and add -er(dry-drier)

- Ex. I am tall. My **brother** is taller than I am. The moon is large. The **earth** is larger than the **moon**.

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**A Superlative** adjective compares more than two nouns. When comparing more than two nouns add -est at the end (big, bigger, **biggest**). If the adjective ends in -y, change the -y to -i and add -est (dry-drier-driest)

We use the article 'the' before the use of superlative adjectives.

- Ex. She is the smartest girl in our class. I am the shortest person in my family.

For long adjectives of more than two syllables add more in front of the adjective to form the comparative. Add most in front of the adjective to form the superlative.

- Anita is **more** beautiful than Yatta.
- Anita is the **most** beautiful girl in the class.

Positive (Initial) Adjective	Comparative Adjective	Superlative Adjective
Anger	Angrier	Angriest
Sweet	Sweeter	Sweetest
comfortable	more comfortable	most comfortable

Some adjectives have irregular comparatives and superlatives.

Positive(Initial) Adjective	Comparative adjective	Superlative adjective
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Many	More	Most
Far	Further	Furthest

**Adverbs definition:** a word that describes a verb or adjective.

- There are five types of adverbs: degree, frequency, manner, place and time.
  1. **Degree** –tell us about the intensity of a verb or adjective in the sentence.
    - Ex. Almost, enough, hardly, just, nearly, quite.
    - I am so excited to move to Monrovia. We played very badly.
  2. **Frequency** – tell us know how often the verb occurs.
    - Ex. Again, always, never, normally, sometimes.
    - I always read a book before bed. She normally shops in town.
  3. **Manner** – tell us how, or in what manner, something was carried out. This is the most common type of adverb and ends in -ly.
    - Ex. Beautifully, happily, patiently, neatly, quickly.
    - You need to walk carefully. She danced beautifully.
  4. **Place** – tell us more about where the verb took place.
    - Ex. Above, below, everywhere, here, inside, into, outside.
    - Gayflor put the book away. I'll meet you there after class.
  5. **Time** – tell us when the verb took place.

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- Ex. Annually, monthly, daily, recently, then, tomorrow.
- Let's meet then. They practice the basics daily.

**Homework**

1. Identifying adjectives – Directions: Circle the letter from the options A-D that shows the adjective in each sentence.

1. He fishes with greater success than I do. a. fishes b. <b>greater</b> c. than d. I	2. The car ride was bumpy. a. car b. was c. <b>bumpy</b> d. ride
3. Esther went to the shop to buy green plantains a. shop b. Esther c. plantains d. <b>green</b>	4. She happily opened the door for her friend. a. opened b. her c. door d. <b>happily</b>

2. Identifying adverbs – Directions: : Circle the letter from the options A-D that shows the adverb in each sentence.

5. She ran outside to her house. a. her b. ran c. house d. <b>outside</b>	6. He quietly sipped his tea. a. sipped b. <b>quietly</b> c. tea d. he
7. Andra almost finished her work a. <b>almost</b> b. her c. finished d. work	8. The results were announced yesterday, a. results b. announced c. <b>yesterday</b> d. were

3. Adverbs and adjectives – Directions: Circle from the options A-D adjective or adverb that best completes the sentence.

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9. She did not spell the word _____ a. corrected b. correct <b>c. correctly</b> d. correcting	10. She works _____ than me. a. fast b. fastly <b>c. faster</b> d. fastest
11. She speaks so _____, I can't understand a. quiet <b>b. quietly</b> c. quieter d. quietest	12. Henry did all his work _____. a. good b. better c. too good <b>d. well</b>

**4. Adjectives practice – Directions: In your copy book, write a sentence with each adjective listed below.**

A. brave

\_\_\_\_\_

B. hot

\_\_\_\_\_

C. old

\_\_\_\_\_

D. big

\_\_\_\_\_

**Answers will vary.**

**For additional review, read and complete the following exercises in your workbook:**

- Level 3 Module D, lessons 57.4 (page 15), 58.4 (page 21), 61.4 (page 38) and 77.3 (page 130)
- Level 3 Module F lessons 95.4 (page 28) and 97 (page 40)

## Week 8: Literature in English Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Review general knowledge of literary terms, types of literature and poems and prose
- Identify different types of literary terms including rhymes, similes and hyperboles
- Complete exercises on types of literature including drama, poetry and folklore

### Materials and Preparation

- summary notes on topic for teacher and learners
- Worksheet (sample items to complete in class, at home) one for every learner
- For additional information on this topic, please see Level 3 Teacher’s Guides Module A lesson 8, Module D lesson 63 and Module F lessons 92, 94, 95, 96, 98 and 101.

### Tips

- Avoid long lectures: talk less and allow more time for practice
- Avoid re-teaching what learners already know by regularly checking for understanding
- Observe learners mistakes and errors and review them with learners.

### Step-by-step activities

Time	Activity	Notes
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Introduce the review procedure               <ul style="list-style-type: none"> <li>➤ We will firstly review homework from last class and answer any questions.</li> <li>➤ Then we will move on to this week's topic and do a small activity to find out what you know about the topic.</li> <li>➤ Then we will review the activity together. You will then be assigned homework to complete for the next class.</li> </ul> </li> <li>• Introduce the lesson objectives.               <ul style="list-style-type: none"> <li>○ Our review today will focus on literature in English. This will include a review of the definitions of a simile, hyperbole, personification, repetition, rhyme as well as the different types of literature and poetry.</li> </ul> </li> </ul>	
<b>10 min</b>	<p><b>Homework review</b></p> <ul style="list-style-type: none"> <li>• Review assigned homework from week 7 – adjectives and adverbs.</li> <li>• Answer any questions from students.</li> <li>• Ensure their comprehension before moving on to the next topic.</li> </ul>	

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15 min	<p><b>Activating prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Give worksheet for week 8 each learner</li> <li>• Refer learners to Check-in at the top of the worksheet . Explain directions. Show an example of how to shade <b>Have learners complete the check-in using the answer sheet</b></li> <li>• Administer the quiz.</li> <li>• Allow learners 10 minutes (respect the time-stop learners even if they have not completed)</li> <li>• After 5 minutes, say to learners, "You have 5 minutes left."</li> <li>• After 10 minutes, say to learners "Time is up. Please put your pens down."</li> <li>• Ask the learners, to swap their answer sheets and correct.</li> <li>• Go through the questions, asking learners what was the correct answers, have learners mark their partners test paper.</li> <li>• Ask the learners, what questions did they get right and what ones did they not get right. Quickly review any questions the learners got wrong.</li> </ul>	<p>Worksheet –</p> <p>Ask learners to write their full name on the worksheet</p> <p>Respect the time! Stop learners even if they have not completed.</p>
35 min	<p><b>Concept Review</b></p> <ul style="list-style-type: none"> <li>• Review key concepts using the summary sheet</li> <li>• As you are reviewing, write more examples for each point for learners to copy in their copybooks.</li> <li>• Check learner’s understanding regularly. Ask them to put their thumbs up if they understand and thumbs down if they don’t understand. If you see many learners with their thumbs down ask them what area is difficult for them.</li> <li>• After each point, ask learners if they have any questions.</li> </ul>	<p>Encourage learners to ask questions if they don’t know or understand.</p>
5 min	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>• Tell learners to read the lesson notes complete the homework exercise on the worksheet.</li> <li>• If they have questions, they can ask a parent or peer. They can bring their questions to the next class.</li> <li>• Remind learners that there are additional review activities in their workbooks for further practice which are indicated on the worksheet.</li> <li>• Direct learners to further practice pages on their worksheets.</li> </ul>	

**Week 8 Learner's Worksheet**

**Check-in**

Each question has four options lettered A to D. Choose the correct option and shade in pencil on your answer sheet the answer space which bears the letter as the option you have chosen. Give only one answer.

An example is given to you.

Musu \_\_\_\_\_ to school every day.

- A. go
- B. going
- C. goes
- D. gone

The correct answer is goes, which is letter C. Therefore, answer space C would be shaded,

[A]                      [B]                      [C]                      [D]

**Questions**

**1. Identifying figures of speech –**

Read each question carefully and select the correct **type of figure of speech used in the below sentences** from the options A to D. Shade the answer on your answer sheet

1. The tree is waving at us. a. hyperbole b. <b>personification</b> c. metaphor d. simile	2. The sun is playing hide and seek with the clouds. a. hyperbole b. metaphor c. <b>personification</b> d. simile
3. My sister ate ten pounds of boiled cassava. a. metaphor b. personification c. <b>hyperbole</b> d. simile	4. They fought like cats and dogs. a. metaphor b. <b>simile</b> c. rhyme d. repetition



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<p>5. Bob brought the box of bricks to the basement.” is an example of</p> <ol style="list-style-type: none"> <li>metaphor</li> <li>alliteration</li> <li>rhyme</li> <li>repetition</li> </ol>	<p>6. His heart is a rock.</p> <ol style="list-style-type: none"> <li>metaphor</li> <li><b>simile</b></li> <li>rhyme</li> <li>repetition</li> </ol>
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**2. Rhymes –Choose from the options A-D the word that rhymes with the underlined word. Shade the answer on your answer sheet**

<p>7. The girl in the <u>chair</u> has dark ____.</p> <ol style="list-style-type: none"> <li>hat</li> <li>ring</li> <li><b>hair</b></li> <li>hand</li> </ol>	<p>8. Andra is <u>kind</u>; I really do not ____.</p> <ol style="list-style-type: none"> <li>care</li> <li><b>mind</b></li> <li>move</li> <li>talk</li> </ol>
<p>9. Joe and I like to <u>talk</u>; we always go for a ____.</p> <ol style="list-style-type: none"> <li>play</li> <li>bath</li> <li>fun</li> <li><b>walk</b></li> </ol>	<p>10. It is <u>noon</u>; I can see the ____.</p> <ol style="list-style-type: none"> <li><b>moon</b></li> <li>sun</li> <li>rain</li> <li>sky</li> </ol>

**3. Literature in English – Directions: Read the following passage and answer the below questions.**

Momo and Saa were crossing the railway line when they saw a big tree was lying across the line. They knew that the train would be coming soon, so they tried to pull the tree off the line, but it was too heavy. Momo had an idea, “I will set light to these dry branches so the train can see.” As the train approached the driver saw the fire and stopped.

<p>11. This is an example of _____</p> <ol style="list-style-type: none"> <li><b>prose</b></li> <li>poetry</li> <li>drama</li> <li>playlet</li> </ol>	<p>12. _____ is the setting of the passage.</p> <ol style="list-style-type: none"> <li>Momo’s house</li> <li><b>the railway line</b></li> <li>in the train</li> <li>the village.</li> </ol>
<p>13. _____ are characters in the passage.</p> <ol style="list-style-type: none"> <li>Momo and the tree</li> <li>Momo and his mom</li> <li><b>Saa and Momo.</b></li> </ol>	<p>.</p>

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d. the train and the tree	
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**From the options lettered A-D choose the best answer for each of the following. Shade the answer on your answer sheet.**

14. The time and place a story happened is called a. theme b. actor c. plot d. <b>setting</b>	15. The <b>main</b> idea of a story is called the a. title b. actor c. <b>theme</b> d. event
16. A story with animal characters, that is intended to teach a moral lesson is called a a. joke b. <b>fable</b> c. parable d. plot	17. The name of a book is called the a. <b>title</b> b. setting c. author d. plot
18. A person whose life story is written by him/herself is called a. biography b. reading c. <b>autobiography</b> d. writing	19. The most exciting part of a story is called a. plot b. <b>climax</b> c. setting d. theme
20. A person who writes a story is called a. title b. setting c. <b>author</b> d. plot	21. A type of prose, works intended for live performance on stage. a. poem b. drama c. fable d. short story

4. Spelling: There are four words labelled A to D. Three of the words are correctly spelt and one is misspelt. Choose the misspelt word and shade your answer

**A**  
22. pretty

**B**  
reading

**C**  
perform

**D**  
**rigts**

23. **beginining**

proud

beautiful

master

24. powerful

**ingite.**

before

curtain

25. features

shout

taem

present

### Week 8 Summary Sheet Literary Terms Review

#### 1. Literary Terms

- **Simile** – Definition: a figure of speech that compares two things. Similes highlight similarities and must use the words “like” or “as.”
  - Ex. You were **as** brave **as** a lion. In this sentence, the simile compares **you** to a **lion**, by highlighting they are both *brave*.
  - He is as strong as an ox. Last night, I slept like a log. They are as different as night and day.
- **Personification** – Definition: a figure of speech in which a **thing** (non-human object) is given *human attribute*.
  - Ex. The **sky weeps**. In this sentence, the sky (the non-human object) is given the ability to cry which is a human quality.
  - The **wind whispered** in the grass. The **fire swallowed** the forest. The **moon peeped** through the clouds;
- **Hyperbole** – Definition: a figure of speech which involves an unreal exaggeration to emphasize a real situation.
  - Ex. “Its been *ages* since I last saw you.” It may have only been a few days or hours since you last saw them, therefore ages is unreal, but the use of the word “ages” exaggerates this statement to emphasize your wait, which is true.
  - I am *dying* of shame. I am trying to do a *million* things at once. This bag weighs a *ton*.
- **Repetition** – Definition: when words or phrases are repeated in a literary work. It is often used in poetry or song to create rhythm and bring attention to an idea.
  - Ex. “**Humpty Dumpty** sat on a wall, **Humpty dumpty** had a great fall.” “**We** few, **we** happy few, **we** band of brothers.”
- **Rhyme** – Definition: a repetition of similar sounding words, occurring at the end of lines often in poems or songs. In English, the vowel sounds in the stressed syllables are matching while the preceding consonants do not match. The underlined words are rhyming. Notice they have the same vowel but not the same consonant.
  - Ex. I will be fine if I am on time. The cat in the hat. The pot is hot.
- **Alliteration** -An alliteration is the repetition of an initial consonant sound. It is a type of rhyme. Example: She sells seashells by the seashore.
  - Ex. She sell sea shells by the sea shore
- **Metaphor** – Definition: a figure of speech that makes a comparison between two things that are unrelated, but which share some common characteristics. It is different than a simile as does not use the words “as” or “like” and is more hidden.

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- Ex. “Mary has a heart of gold.” This is an example of a metaphor that compares Mary’s heart to gold. While Mary’s heart is not actually made of gold, this sentence makes a comparison between the purity of gold and Mary’s heart.
- Ex. He is a shining star. The classroom was a zoo.

## 2. Literature

- Prose – written or spoken language that follows no formal structure, using natural flow of speech and ordinary grammatical structure.
- Elements of a story:
  - **Characters** – the individuals that the story is about
  - **Setting** – time and location of the story.
  - **Plot** – the main events of a story. The plot will have a clear beginning, middle and end. The most exciting part of the plot is the climax.
  - **Theme** – underlying message or main idea of a story.

## 3. Types of Literature

- **Fiction** – Definition: a type of prose, any story that is not real.
- **Non-fiction** – Definition: a type of prose writing that is based on facts, real events and/or real people.
  - **Biography** – Definition: a type of non-fiction prose that tells the true story of someone’s life.
  - **Auto biography**-Definition: a life story of a person written by him/herself
- **Short stories** – Definition: a type of prose, a story with a fully developed theme that is shorter than a novel.
  - Types of short stories:
    - Folklore – the traditional stories of a community. Ex. The good child and the bad, Leopard’s spots
    - Fable – typically with animals used as characters, conveying a moral message. Ex. The Tortoise and the Hare
- **Drama (play)** – Definition: a type of prose, works intended for live performance on stage. Ex. Romeo and Juliet
  - Playlet – a short play.
- **Poetry** – Definition: different than prose it is a type of literature that stirs imagination and emotions, using meaning, sound and rhythm.

## Homework

**1. Identifying figures of speech** – Directions: Indicate what type of figure of speech is used in the below sentences. Circle the letter that bears the correct answer.

1. Betty bought the butter but the butter was bitter. a. hyperbole b. alliteration c. rhyme	2. She is drowning in a sea of great. a. metaphor b. personification c. hyperbole
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d. simile	d. simile
3. She looked left, she looked right, she looked straight ahead. a. alliteration b. rhyme c. personification d. <b>repetition</b>	4. You snore louder than a freight train a. Simile b. Personification c. <b>hyperbole</b> d. repetition

**2. Rhymes – Choose the answer that rhymes with the underlined word. Circle the letter that bears the correct answer.**

5. I looked in the mirror at the ____ on my <u>chin</u> . a. Hair b. shine c. <b>skin</b> d. cut	6. I found ____ under my <u>bed</u> a. <b>bread</b> b. water c. nothing d. dirt
7. 8. The <u>hen</u> walked into my ____ a. house. b. <b>den</b> c. field d. room	8. I have a <u>kite</u> I like to fly at _____. a. day b. sunrise c. afternoon d. <b>night</b>

**3. Literature in English – Directions: Read the following passage and answer the below questions. Circle the correct answer**

I've got Grandma Mary's smile, And Uncle Joe's toes. I've got Cousin Emmanuel's hair, And Mother's perky nose. There's a dimple in my cheek - I think it's Auntie Fye's - And blinking in the mirror are daddy's brown eyes. But no matter how I try, I simply cannot see - If all those parts belong to them, Then what belongs to me?

i. This is an example of:

- a. **prose**      b. poetry      c. drama      d. **fable**

**4. Literature in English – Directions: Answer the following true or false questions**

- i. The theme is the main event in a story      ii. A playlet is a short play.  
a. True      b. **False**      a. **True**      b. False

**For additional review, read and complete the following exercises in your workbook:**

- **Level 3 Module D Lessons 63 (page 44), 65 (page 52) and 69 (Page 80)**
- **Level 3 Module F Lessons 92 (page 10), 96 (page 31), 98 (page 41) and 104 (page 84).**

### Week 9: Conjunctions and Interjections Session Plan

🕒 60 min

#### Learning Objectives

By the end of the session, learners will be able to:

- Review general knowledge of types of conjunctions and the use of interjections
- Identify different types of conjunctions and their use in sentences
- Complete exercises on the use of conjunctions and interjections in writing

#### Materials and Preparation

- One-page summary notes on topic for teacher and learners
- Worksheet (sample items to complete in class, at home) one for every learner
- For additional information on this topic, please see Level 2 Teacher’s Guide Level 3 Teacher’s Guide unit 6 lesson 156 and Level 3 Teacher’s Guide Module F lesson 106.

#### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps
- Observe learners mistakes and errors and review them with learners.

#### Step-by-step activities

Time	Activity	Notes
5 min	<ul style="list-style-type: none"> <li>• Introduce the review procedure               <ul style="list-style-type: none"> <li>➤ We will firstly review homework from last class and answer any questions. Then we will move on to this week’s topic and do a small activity to find out what you know about the topic. Then we will review the activity together. You will then be assigned homework to complete for next class.</li> </ul> </li> <li>• Introduce the lesson objectives.               <ul style="list-style-type: none"> <li>○ Our review today will focus on conjunctions and interjections. This will include a review of the different types of conjunctions and their varying uses as well as the use of conjunctions in writing.</li> </ul> </li> </ul>	
10 min	<b>Homework review</b> <ul style="list-style-type: none"> <li>• Review assigned homework from week 8 – literature in English.</li> <li>• Answer any questions from students</li> <li>• Ensure their comprehension before moving on to the next topic</li> </ul>	
15 min	<b>Activating prior knowledge</b>	Worksheet

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	<ul style="list-style-type: none"> <li>• Give worksheet for week 9 to each learner</li> <li>• Refer learners to check-in and answer sheet at the top of the worksheet. Explain directions. Show an example of how to shade <b>Have learners complete the check-in using the answer sheet</b></li> <li>• Administer the quiz.</li> <li>• Allow learners 10 minutes (respect the time-stop learners even if they have not completed)</li> <li>• After 5 minutes, say to learners, "You have 5 minutes left."</li> <li>• Ask the learners, to swap their answer sheets and correct.</li> <li>• Go through the questions, asking learners what was the correct answers, have learners mark their partners test paper.</li> <li>• Ask the learners, what questions did they get right and what ones did they not get right. Quickly review any questions the learners got wrong.</li> <li>•</li> </ul>	<p>Ask learners to write their full name on the worksheet</p> <p>Respect the time! Stop learners even if they have not completed.</p>
30 min	<p><b>Concept Review</b></p> <ul style="list-style-type: none"> <li>• Review key concepts using the summary sheet</li> <li>• As you are reviewing, write more examples for each point for learners to copy in their copybooks. Have learners give other examples that are not in the summary notes.</li> <li>• Check learner understands regularly. Ask them to put their thumbs up if they understand and thumbs down if they don't understand. If you see, many learners with their thumbs down ask them what area is difficult for them.</li> <li>• After each point, ask learners if they have any questions.</li> </ul>	<p>Encourage learners to ask questions if they don't know or understand.</p>
10 min	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>• Tell learners to complete the homework exercise on the worksheet. They should write the answer in their copybooks. If they have questions, they can ask a parent or peer. They can bring their questions to the next class.</li> </ul>	

**Week 9 Learner’s Worksheet**

**Check-in**

Each question has four options lettered A to D. Choose the correct option and shade in pencil on your answer sheet the answer space which bears the letter as the option you have chosen. Give only one answer.

An example is given to you.

Musu \_\_\_\_\_ to school every day.

- a. go
- b. going
- c. goes
- d. gone

The correct answer is goes, which is letter C. Therefore, answer space C would be shaded,

[A]                      [B]                      [C]                      [D]

**1. Conjunctions – Directions: identify the correct conjunction that best completes the sentence.**

Read each question carefully and select the correct conjunction to complete the sentence from the options A to D. Shade the answer on your answer sheet

<p>1. You don’t know the difference between a cat _____ a mouse.</p> <ul style="list-style-type: none"> <li>a. from</li> <li>b. to</li> <li>c. with</li> <li>d. <b>and</b></li> </ul>	<p>2. I will go to the party _____ only if you go too.</p> <ul style="list-style-type: none"> <li>a. than</li> <li>b. <b>but</b></li> <li>c. and</li> <li>d. so</li> </ul>
<p>3. She did not study _____ she failed the test.</p> <ul style="list-style-type: none"> <li>a. <b>so</b></li> <li>b. nor</li> <li>c. but</li> <li>d. for</li> </ul>	<p>4. It was late _____ Emmanuel came home.</p> <ul style="list-style-type: none"> <li>a. <b>when</b></li> <li>b. although</li> <li>c. since</li> <li>d. so that</li> </ul>
<p>5. I’ll wait at the shop _____ it closes.</p> <ul style="list-style-type: none"> <li>a. how</li> <li>b. so that</li> <li>c. where</li> <li>d. <b>until</b></li> </ul>	<p>6. Brush your teeth _____ you go to bed.</p> <ul style="list-style-type: none"> <li>a. as</li> <li>b. <b>before</b></li> <li>c. while</li> <li>d. although</li> </ul>



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**2. Interjections – Directions:**

Read each question carefully and select the correct conjunction from the options A to D. Shade the answer on your answer sheet

<p>7. _____, stop that annoying song</p> <p>a. ouch</p> <p>b. great</p> <p>c. <b>please</b></p> <p>d. wow</p>	<p>8. _____! You did a great job on the test.</p> <p>a. No</p> <p><b>b. hey</b></p> <p>c. great</p> <p>d. oh</p>
<p>9. _____, I don't want to go !</p> <p>a. <b>no</b></p> <p>b. great</p> <p>c. ouch</p> <p>d. oops</p>	<p><b>10.</b> _____, she dropped her water.</p> <p>a. wow</p> <p>b. good</p> <p>c. down</p> <p>d. <b>oops</b></p>

**Vocabulary**

Read each question carefully and select the correct answer from the options A to D. Shade the answer on your answer sheet

<p>11. Words with the same spelling and pronunciation but different meaning are</p> <p>a. <b>homonyms</b></p> <p>b. antonyms</p> <p>c. homophones</p> <p>d. homographs</p>	<p>12. Words with the same spelling/writing pronounced the same or differently are</p> <p>a. <b>homographs</b></p> <p>b. antonyms</p> <p>c. homonyms</p> <p>d. homophones</p>
<p>13. The pair of words '<b>blue and blew</b>' is an example of</p> <p>a. antonyms</p> <p>b. homonyms</p> <p><b>c. homophones</b></p> <p>d. homograph</p>	<p>14. Words that sound the same but have different spellings are</p> <p><b>a. homophones</b></p> <p>b. homographs</p> <p>c. homonyms</p> <p>d. synonyms</p>

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**Spelling: There are four words labelled A to D. Three of the words are misspelt spelt and one is correctly spelt. Choose the correctly spelt word and shade your answer.**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
15. sugestion	<b>suggestion</b>	seggestion	suggession
<b>16. crisis</b>	crissis		
17. orginel	oreginal	origenal	<b>original</b>
18. konstitutional	constituion	<b>constitution</b>	Constitution
<b>19. adventure</b>	adventur	avanture	advanture
20. secience	sceince	<b>science</b>	secience

**Week 9 Subject Review -Conjunction and Interjection Review**

1. Conjunctions – Definition: A word used to connect clauses or sentences or to coordinate words in the same clause.
  - **Coordinating conjunctions** – Definition: a conjunction is placed between words phrases, clauses or sentences of equal rank.
    - There are 7 coordinating conjunctions: **and, but, for, nor, or, so and yet**
    - Ex. Would you like soup or greens? I wanted to game to the game, but I was too late.
  - **Subordinating conjunctions** – Definition: a conjunction that links between two unequal elements or a dependent clause to a principal clause.

Subordinating Conjunctions					
After	Because	Even though	Once	Since	Though
Although	Before	If	Provided that	So that	Unless
As	Even if	In order to	Rather than	That	

- Types of subordinating conjunctions - **the conjunctions are in bold** and the clauses are underlined.
    - **Causality** – highlight the reason that the activities of a main clause were performed. Ex. As, because, in order that, since and so that
      - Ex. I am angry at him **because** he was rude.
    - **Time** – establish when the main activity will be or was performed. Ex. After, as soon as, as long as, before, once, still, until, when, whenever, while.
      - Ex. I will do the dishes **after** everyone has gone home.
    - **Place** – determine where activities might occur. Ex. Where, wherever, whereas.
      - Ex. I will go **wherever** I want.
    - **Condition** – introduce rules under which a main clause acts. Ex. Even if, if, in case, provided that, unless
      - Ex. I will go to the party **if** you are going to be there.
    - **Comparison** – provide context about the comparison of clauses. Ex. Just as, thought, whereas, in contract to, while.
      - I have two sisters **while** he only has one.
2. Interjections – Definition: an abrupt remark made especially as an aside or interruption. They are used to express strong feeling or sudden emotion.
    - Types of interjections
      - Adjectives: Ex. **Nice!** I love that book.
      - Nouns: Ex. **Hello!** How are you?
      - Short clauses: Ex. **Look out!** It is going to fall!
      - Sounds: **Ugh!** I’m never doing that again! **Phew,** that was close!

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Interjection	Emotion/Meaning	Example
Hurrah	Joy	Hurrah! We won the game!
Alas	Sorrow	Alas! I failed the exam!
Wow	Surprise	Wow! What a beautiful flower!
Oops	Recognition of a mistake	Oops! I missed the bus.
Ew	Gross	Ew! I hate plantain!
Ouch	Indicating pain	Ouch! My toe!
Oh	Surprise	Oh, they have arrived!
Yes	Agreement	Yes, I am ready!
Ah	Pain, Surprise, Joy, Complaint	Ah! We are going to be so late!
No	Disagreement	No! I will not!

- Depending on the flow of a sentence, an interjection is either followed by an exclamation mark or a comma.
  - Ex. **Oh**, that is a surprise. **Oh!** That is a surprise!

### 3. Vocabulary

- Homonyms: Words with the same spelling, and pronunciation, but different meanings.  
Ex. The **bear** slept in the cave. I went inside because I could not **bear** the heat.
- Homographs: Words with the same spelling/writing, with same or different pronunciations and meanings.  
Ex. The **wind** is blowing. **Wind** the glass down; the car is hot,
- Homophone: Words that sound the same but have different spellings.  
Ex. Our team **won** the game. The blue **one** is beautiful.

**Homework**

**1. Conjunctions – Directions: Rewrite the following sentences in your copy book using the correct coordinating conjunction.**

Select from: and, or, for, not, yet, so, but

i. We could go the river, \_\_\_\_\_ to the market.

**We could go to the river, or to the market.**

ii. He was supposed to study, \_\_\_\_\_ he played games instead.

**He was supposed to study, but he played games instead.**

iii. She does not like apples, \_\_\_\_\_ does she like oranges.

**She does not like apples, nor does she like oranges.**

iv. Can you stay here \_\_\_\_\_ wait for him?

**Can you stay here and wait for him?**

**2. Conjunctions – Directions: circle the correct conjunction that best completes the sentence.**

i. \_\_\_\_\_ you are working on your homework, I will come and help you.

a. since   b. although   **c. whenever**   d. before

ii. This is the place \_\_\_\_\_ I usually come to relax.

a. as soon as   b. provided that   **c. where**   d. as

iii. The teacher read the class rules \_\_\_\_\_ she started the lesson.

**a. before**   b. because   c. unless   d. though

**3. Interjections – Directions: Rewrite the following sentence in your copy book using the interjection that best completes the sentence.**

Select from: hey, ouch, wow, hey, please, no.

i. \_\_\_\_\_! Do not interrupt the teacher.

**Hey! Do not interrupt the teacher.**

ii. \_\_\_\_\_! What a hurtful thing to say!

**Ouch! What a hurtful thing to say!**

iii. \_\_\_\_\_, I love this class.

**Wow, I love this class.**

iv. \_\_\_\_\_, I need more time!

**Please, I need more time!**

**4. Vocabulary:**

**Write the correct homophone for each sentence below**

a. Please do not \_\_\_\_\_ the paper. (**waste**, waist)

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- b. I \_\_\_\_\_ the answer right away! (new **knew**)  
c. Can you \_\_\_\_\_ the dog barking? (here **hear**)

**Circle the meaning of the underlined word in the sentence**

Did you wash your hand?

- a. **A part of the body**  
b. To give something to someone

We keep our money in the bank.

- a. the edge of a river  
b. **A place we keep money.**

The bark of the tree is bitter.

- a. the sound a dog makes  
b. **the skin of a tree**

**For additional review, read and complete the following exercises in your workbook:**

- **Level 3 Module F Lessons 106.2 (page 97) and 106.3 (page 98).**

## Week 10: Preposition and Articles Session Plan

🕒 60 min

### Learning Objectives

By the end of the session, learners will be able to:

- Review general knowledge of the use of prepositions and articles
- Practice the correct use of prepositions and articles
- Complete a short reading comprehension exercise

### Materials and Preparation

- One-page summary notes on topic for teacher and learners
- Worksheet (sample items to complete in class, at home) one for every learner
- If learners do not have their own copies of the workbook, please print pages 66-67 of LWB Module F lesson 99.1 for homework
- For additional information on this topic, please see Level 3 Teacher’s Guide Module C lessons 52, 53, 62 and 63; Module D lessons 58 and 59, and Module F lesson 92.

### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps
- Observe learners mistakes and errors and review them with learners.

### Step-by-step activities

Time	Activity	Notes
5 min	<ul style="list-style-type: none"><li>• Introduce the preparation activity:<ul style="list-style-type: none"><li>➤ Remind students that the purpose of Saturday classes is to help them prepare for Liberia Primary School Certificate Exam (LPSCE)</li></ul></li><li>• Introduce the review procedure<ul style="list-style-type: none"><li>➤ We will firstly review homework from last class and answer any questions. Then we will move on to this week’s topic and do a small activity to find out what you know about the topic. Then we will review the activity together. You will then be assigned homework to complete for next class.</li></ul></li><li>• Introduce lesson objectives.<ul style="list-style-type: none"><li>○ Our review today will focus on prepositions and articles including the use of at, after, down and this, the, these. Additionally, there will be short reading comprehension exercise.</li></ul></li></ul>	

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Time	Activity	Notes
10 min	<p><b>Homework review</b></p> <ul style="list-style-type: none"> <li>Review assigned homework from week 9 – conjunctions and interjections</li> <li>Answer any questions from students</li> <li>Ensure their comprehension before moving on to the next topic</li> </ul>	
15 min	<p><b>Activating prior knowledge</b></p> <ul style="list-style-type: none"> <li>Give worksheet for Week 10 to each learner.</li> <li>Refer learners to <b>Check-in</b> at the top of the worksheet. Explain directions. Show an example of how to shade the correct answer</li> <li>Administer the quiz.</li> <li>Allow learners 10 minutes (respect the time-stop learners even if they have not completed)</li> <li>After 5 minutes, say to learners, “You have 5 minutes left.”</li> <li>After 10 minutes, say to learners “Time is up. Please put your pens down.”</li> <li>Ask the learners, to swap their answer sheets and correct.</li> <li>Go through the questions, asking learners what was the correct answers, have learners mark their partners test paper..</li> <li>Ask the learners, what questions did they get right and what ones did they not get right. Quickly review any questions the learners got wrong.</li> </ul>	<p>Worksheet</p> <p>Respect the time! Stop learners even if they have not completed.</p> <p>Ask learners to write their full name on the worksheet</p>
30 min	<p><b>Concept Review</b></p> <ul style="list-style-type: none"> <li>Review key concepts using the summary sheet</li> <li>As you are reviewing, write more examples for each point for learners to copy in their copybooks.</li> <li>Check learner’s understanding regularly. Ask them to put their thumbs up if they understand and thumbs down if they don’t understand. If you see many learners with their thumbs down ask them what area is difficult for them.</li> <li>After each point, ask learners if they have any questions.</li> </ul>	<p>Encourage learners to ask questions if they don’t know or understand.</p>
10 min	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>Tell learners to complete the homework exercise on the worksheet. They should write the answer in their copybooks. If they have questions, they can ask a parent or peer. They can bring their questions to the next class.</li> </ul>	



**Week 10 Learner's Worksheet**

**Check-in**

Each question has four options lettered A to D. Only **ONE OF** these four options is correct. Read through each text carefully before beginning to answer the questions. Mark ONE letter for each question. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score. An example is provided for you.

Musu \_\_\_\_\_ to school everyday.

- a. go
- b. going
- c. goes
- d. gone

The correct answer is **goes**, which is letter C. Therefore, answer space C would be shaded,

[A]                      [B]                      [C]                      [D]

**Prepositions – Directions: select the letter from the options A-D the preposition that best completes the sentence.**

<p>1. My birthday is ____ Monday</p> <ul style="list-style-type: none"> <li>A. at</li> <li>B. since</li> <li>C. <b>on</b></li> <li>D. in</li> </ul>	<p>2. The car drove _____ the houses.</p> <ul style="list-style-type: none"> <li>A. on</li> <li>B. in</li> <li>C. <b>between</b></li> <li>D. for</li> </ul>
<p>3. There is a cup _____ the table.</p> <ul style="list-style-type: none"> <li>A. at</li> <li>B. <b>under</b></li> <li>C. in</li> <li>D. into</li> </ul>	<p>4. The boys go _____ school in groups.</p> <ul style="list-style-type: none"> <li>A. through</li> <li>B. over</li> <li>C. in</li> <li>D. <b>to</b></li> </ul>
<p>5. The boys chased _____ each other</p> <ul style="list-style-type: none"> <li>A. under</li> <li>B. down</li> <li>C. out</li> <li>D. <b>after</b></li> </ul>	<p>6. She keeps her slippers _____ her bed</p> <ul style="list-style-type: none"> <li>A. down</li> <li>B. at</li> <li>C. <b>beside</b></li> <li>D. during</li> </ul>
<p>7. Some people were talking _____ the movies.</p> <ul style="list-style-type: none"> <li>A. across</li> <li>B. toward</li> <li>C. away from</li> <li>D. <b>during</b></li> </ul>	<p>8. The book bag is _____ the desk</p> <ul style="list-style-type: none"> <li>A. between</li> <li>B. <b>near</b></li> <li>C. in</li> <li>D. away</li> </ul>

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<p>9. I waited _____ two hours.</p> <p>A. in B. on C. by <b>D. for</b></p>	<p>10. Finish your homework _____ 6 o'clock.</p> <p>A. on <b>B. by</b> C. during D. in</p>
--	--

**Articles – Directions:** Read each question carefully and select the article or demonstrative from the options A-D that best completes the sentence. Shade the answer on your answer sheet

<p>11. He was _____ artist.</p> <p>A. a B. these C. <b>an</b> D. those</p>	<p>12. _____ are very nice tomatoes.</p> <p><b>A. Those</b> B. The C. This D. That</p>
<p>13. _____ ink in my pen is red.</p> <p>A. A <b>B. The</b> C. An D. These</p>	<p>14. Would you like _____ cup of water?</p> <p>A. an B. a C. those D. these</p>
<p>15. _____ shoes fit me very well.</p> <p>A. An B. That C. A <b>D. These</b></p>	<p>16. Did you see _____ cars across the street?</p> <p>A. an B. a C. that <b>D. those</b></p>

**Spelling:** There are four words labelled A to D. Three of the words are misspelt and one is corectly . Choose the correctly word and shade your answer.

A	B	C	D
17. sylabllle	sayllabe	<b>syllable</b>	sellable
<b>18. label</b>	labelle	labal	libelle
19. exerrice	exersice	exercice	<b>exercise</b>
20. furstrate	<b>frustrate</b>	forstrate	fistrate

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**Reading comprehension – Directions: Read the below passage and answer the following questions.**

If you brush your teeth at least twice a day, your teeth should stay healthy and your breath will smell fresh. If you do not clean your teeth, you risk getting painful tooth decay and infections of the gums and mouth. Gum disease causes bad breath. If gum disease gets very bad, all of your teeth will come loose and may even fall out. It is very important to use clean water or boiled water when you clean your teeth to avoid infections from the water.

<p>21. According to the passage, if you do not clean your teeth</p> <p>A. <b>you risk getting painful tooth decay.</b></p> <p>B. your teeth will stay healthy.</p> <p>C. all your teeth may even fall out</p> <p>D. your breath will smell fresh.</p>	<p>22. A suitable title for the passage could be</p> <p>A. Personal Hygiene</p> <p>B. <b>Cleaning your Teeth Regularly</b></p> <p>C. The Teeth</p> <p>D. . Gum Disease</p>
<p>23. According to the passage, gum disease causes</p> <p>A. healthy teeth.</p> <p>B. painful tooth decay.</p> <p>C. bad breath</p> <p>D. <b>your teeth to fall out.</b></p>	<p>24. “At least twice a day” as used in the passage also means</p> <p>A. two times a day</p> <p>B. not more than two times a day</p> <p>C. more than two times a day</p> <p>D. <b>two times a day or more</b></p>

**Week 10**  
**Subject Review**

**Prepositions:** Definition – A part of speech used to show the relationship of a noun or pronoun to another word in the sentence. Most prepositions are little words like at in and on.

a. Types of prepositions

- i. Prepositions of time: indicates the time period relationship in which something takes place.
  1. Ex. At, on, in, for, past, until, by, since, for, ago, before, prior to
  2. Ex. Meet **me (pronoun)** at (preposition) **five o'clock (noun)**. I work all day on Saturdays.
- ii. Prepositions of place: describe the position of a person or thing in relation to another person or thing.
  1. Ex. Above, over, in front, beside, below, under, behind, in, on, next to, at, between, in
  2. Ex. **The chalk** is beside her. He put **his hands** behind his back.
- iii. Prepositions of movement or direction: used to show movement or direction from one place to another. They are usually placed after the verb.
  1. Ex. On, in, away from, towards, into, straight ahead, on the right, past, off, to
  2. Ex. **He** walked along the river to **my house**. **We** are going down to the **beach**.

24. **Articles:**

a. *Definite article*

- i. **The** is the definite article. It is used with both singular and plural nouns to make definite or specific reference to a person or thing that is already known to the listener.
  1. Ex. Where is **the** bathroom? **The** French enjoy cheese.

b. *Indefinite articles*

- i. **An** and **a** are the indefinite articles. These are only used with singular nouns. **A** is used before a singular noun beginning with a consonant, sound, while **an** is used before a singular noun beginning with a vowel sound.
  1. Ex. I have **a** dog. I have **an** elephant.

c. *Demonstratives*

- i. This, that, those and these are demonstratives that are used to point out people or things.
  1. This - used for a person or thing that is nearby. It tells that someone or something is near. Example: This day could not get any better!
  2. That - used for a person or thing that is further away. It tells that someone or something is far. Example: That house across the street is so adorable
  3. This and that are singular . Ex. What is in **this box**? **That food** tastes strange.
  4. These and those are plurals. Ex. I really like **those shoes**. **These apples** are great.

**Homework**

**1. Prepositions – Directions: select and write the preposition that best completes the sentence.**

- |  |   |
|--|---|
| i. I will be gone Monday ____ Wednesday.<br>a. since    b. for    c. in <b>d. until</b>    | ii. There is a bridge _____ the river.<br>a. through    b. in <b>c. across</b> d. outside |
| iii. She turned her back ____ the audience.<br><b>a. to</b> b. beside    c. along    d. by | iv. We are going _____ holiday next week.<br>a. to    b. from    c. onto <b>d. on</b>     |

**2. Articles – Directions: Select and write the article or demonstrative that best completes the sentence.**

i. I need to paint \_\_\_\_\_ walls.

- a. a    b. this    **c. those**    d. that

ii. She hasn't read \_\_\_\_\_ part yet.

- a. that**    b. those    c. these    d. an

iii. I want \_\_\_\_\_ orange.

- a. those    b. a    c. these    **d. an**

iv. Do you have \_\_\_\_\_ sister?

- a. the    b. that    c. an    **d. a**

**3. Reading comprehension – Directions: Read Level 3 Module F Lesson 99.1 (page 66) in your workbook and answer the discussion questions.**

**LITERARY FORM- SPEECH**

Part of the Nobel Prize Acceptance Speech by Lemah Gbowee December 10, 2011

“You’re Majesties, Your Royal Highnesses, Distinguished Members of the Norwegian Nobel Committee, Global Leaders, Women of Liberia, Women of Africa and Women of the world.

This is the day the Lord has made and my sisters and I globally will rejoice and be glad in it. Today marks a very historic day...

I am humbled and honored to receive the Prize in the name of women who continue to work for peace, equality and justice across the World.

Early 2003, seven of us women gathered in a makeshift office to discuss the Liberian civil war and the fast approaching war on the capital Monrovia. Armed with nothing but our conviction and \$10 United States dollars, the Women of Liberia Mass Action for Peace Campaign was born.

Women had become the "toy of war" for over-drugged young militias. Sexual abuse and exploitation spared no woman; we were raped and abused regardless of our age, religious or social status. A common scene daily was a mother watching her young one being forcibly recruited or her daughter being taken away as the wife of another drug emboldened fighter.

We used our pains, broken bodies and scarred emotions to confront the injustices and terror of our nation. We were aware that the end of the war will only come through non-violence. We had all seen that the use of violence was taking us and our beloved country deeper into the abyss of pains, death, and destruction.

We worked daily confronting warlords, meeting with dictators and refusing to be silenced in the face of AK 47 and RPGs. [We] held hands in the face of danger, we spoke truth to power, we stood under the rain and the sun with our children to tell the world the stories of the other side of the conflict. We had a common agenda: **Peace for Liberia Now.**

We succeeded when no one thought we would...”

Discussion questions:

1. What does she do?
2. Where is she from?
3. What organization does she lead?
4. To whom is she speaking?
5. When was her organization formed?

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6. What is she thanking the audience for?
7. What is the topic of the speech?

**For additional review, read and complete the following exercises in your workbook: Level 3 Module F lesson 92 (page 102); Module C lessons 62 (page 28) and 63 (page 33).**

### Week 11: Elements of a Sentence Session Plan

🕒 60 min

#### Learning Objectives

By the end of the session, learners will be able to:

- Review general knowledge of sentence structure including simple subject, complete subject, simple predicate and complete predicate
- Complete exercises identifying various parts of the sentence.
- Complete exercises practicing proper sentence structure

#### Materials and Preparation

- One-page summary notes on topic for teacher and learners
- Worksheet (sample items to complete in class, at home) one for every learner
- For additional information on this topic, please see Level 2 Teacher’s Guide unit 4 Lesson 91 and Level 3 Teacher’s Guide Module A lesson 3.

#### Tips

- Avoid long lectures: talk less and allow more time for practice.
- Avoid reteaching what learners already know do quick recaps
- Observe learners mistakes and errors and review them with learners.

#### Step-by-step activities

Time	Activity	Notes
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Introduce the preparation activity:               <ul style="list-style-type: none"> <li>➤ Remind students that the purpose of Saturday classes is to help them prepare for Liberia Primary School Certificate Exam (LPSCE)</li> </ul> </li> <li>• Introduce the review procedure               <ul style="list-style-type: none"> <li>➤ We will firstly review homework from last class and answer any questions. Then we will move on to this week’s topic and do a small activity to find out what you know about the topic. Then we will review the activity together. You will then be assigned homework to complete for next class.</li> </ul> </li> <li>• Introduce lesson objectives.               <ul style="list-style-type: none"> <li>○ Our review today will focus on the elements of a sentence. We will review the use of the subject and the predicate.</li> </ul> </li> </ul>	
<b>10 min</b>	<b>Homework review</b>	

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Time	Activity	Notes
	<ul style="list-style-type: none"> <li>• Review assigned homework from 10 – prepositions and articles and the reading comprehension passage</li> <li>• Answer any questions from students</li> <li>• Ensure their comprehension before moving on to the next topic</li> </ul>	
15 min	<p><b>Activating prior knowledge</b></p> <ul style="list-style-type: none"> <li>• Give worksheet for Week 10 to each learner.</li> <li>• Refer learners to Check-in and answer sheet at the top of the worksheet. Explain directions. Show an example of how to shade the correct answer</li> <li>• Administer the quiz.</li> <li>• Allow learners 10 minutes (respect the time-stop learners even if they have not completed)</li> <li>• After 5 minutes, say to learners, “You have 5 minutes left.”</li> <li>• After 10 minutes, say to learners “Time is up. Please put your pens down.”</li> <li>• Ask the learners, to swap their worksheets and correct.</li> <li>• Go through the questions, asking learners what was the correct answers, have learners mark their partners test paper. Write correct answers on board and have learners check their papers using the key.</li> <li>• Ask the learners, what questions did they get right and what ones did they not get right. Quickly review any questions the learners got wrong.</li> <li>•</li> <li>•</li> </ul>	<p>Worksheet</p> <p>Respect the time! Stop learners even if they have not completed.</p>
30 min	<p><b>Concept Review</b></p> <ul style="list-style-type: none"> <li>• Review key concepts using the summary sheet</li> <li>• As you are reviewing, write more examples for each point for learners to copy in their copybooks.</li> <li>• Check learner’s understanding regularly. Ask them to put their thumbs up if they understand and thumbs down if they don’t understand. If you see many learners with their thumbs down ask them what area is difficult for them.</li> <li>• After each point, ask learners if they have any questions.</li> </ul>	<p>Encourage learners to ask questions if they don’t know or understand.</p>
10 min	<p><b>Wrap up</b></p> <ul style="list-style-type: none"> <li>• Tell learners to complete the homework exercise on the worksheet. They should write the answer in their copybooks. If they have questions, they can ask a parent or peer. They can bring their questions to the next class.</li> </ul>	



### Week 11 Learner's Worksheet

#### Check-in

Each question has four options lettered A to D. Only **ONE OF** these four options is correct. Read through each text carefully before beginning to answer the questions. Circle the letter from the options A-D that shows the correct answer. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score. An example is provided for you.

Musu \_\_\_\_\_ to school everyday.

- a. go
- b. going
- c. goes
- d. gone

The correct answer is **goes**, which is letter C. Therefore, answer space C would be shaded,

[A]                    [B]                    [C]                    [D]

**Subject-** Read each question carefully and select the simple subject in the sentence from the options A to D to complete the sentence. Shade the answer on your answer sheet

1. My older sister plays basketball A. My B. older sister C. my older D. <b>sister</b>	2. The taxi driver stopped suddenly. A. taxi driver B. the C. <b>Driver</b> D. the taxi
--	---

**Subject-** Read each question carefully and select the complete subject in the sentence from the options A to D to complete the sentence. Shade the answer on your answer sheet

3. Pretty red ribbons decorated her hair. A. ribbons B. her hair C. her D. <b>pretty red ribbons</b>	4. His mother is very old. A. his B. <b>his mother</b> C. old D. very old
--	---

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**Predicates** – Read each question carefully and select the simple predicate in the sentence from the options A to D to complete the sentence. Shade the answer on your answer sheet

5. The student arrived late to class. <b>A. arrived</b> B. arrived late C. to class D. arrived late to class	6. My friend and I walked home afterschool together. A. walked home <b>B. walked</b> C. together D. walked home afterschool together
--	--

**Predicates** – Read each question carefully and select the complete predicate in the sentence from the options A to D to complete the sentence. Shade the answer on your answer sheet.

7. The runner approached the starting line. A. approached B. approached the C. <b>approached the starting line</b> D. the runner	8. I will finish my homework after school. A. will B. will finish C. finish D. <b>will finish my homework after school</b>
--	--

**Sentence structure** – Directions: in the space below, arrange the following words to form a sentence with correct structure.

i. the lived long house they have for in a time  
**They have lived in the house for a long time.**

### Subject Review – Week 11: Sentence Elements

Elements of a sentence – The two most basic parts of a sentence are the **subject** and the **predicate**.

#### 1. Subjects are either simple or complete

- **Simple subject** – Definition: the simple subject tells us who or what performs the action in a sentence. The simple subject does not include any modifiers that describe the subject.
  - Ex. My **uncle** is visiting us this week. The **dog** was barking loudly.
- **Complete subject** – Definition: Definition: The complete subject is the who or what including any modifiers performing the action in a sentence. Modifiers can be adjectives, adverbs or pronouns.
  - Ex. **Three cardboard boxes** remain in the house. **The tall girl** skipped rope.
- Complete versus simple subject
  - Sentences can contain both complete and simple subjects. Be sure to check which subject a question is asking you to identify.
  - Ex. **The dirty old dog** limped down the street.
    - Dog is the simple subject
    - **The dirty old dog** is the complete subject.

#### 2. Predicates are either simple or complete

- **Simple predicate** – Definition: A simple predicate is the single verb in the sentence; it tells what the subject does, what is done to the subject, or what the condition of the subject is.
  - Ex. My dog **ate** the banana. My father **looks** very tired.
- **Complete predicate** – Definition: A complete predicate consists of the verb and any modifiers relate to it.
  - Ex. The ball **flew through the air**. Mary **wrote a letter to her aunt**.
- Complete versus simple predicates
  - Just like with subjects, sentence can contain both complete and simple predicate. Be aware which predicate a question is asking for before answering.
    - Ex. My neighbor's dog **barked all night**.
      - Barked is the simple predicate
      - **Barked all night** is the complete predicate

### **Homework**

**1. Simple subjects and predicates - Directions: In your copybook, rewrite the following sentences, underlining the simple subject and double underlining simple predicate.**

i. Her younger brother began to cry.

ii. A new coat was given to Saah on his birthday.

iii. Paul broke his plate.

**2. Complete subjects and predicates – Directions: In your copybook, rewrite the following sentences, underlining the complete subject and double underlining the complete predicate.**

i. Several news reporters were invited by the Minister.

ii. The big audience waited for the play to start.

iii. Filling the stadium were excited football fans.

**3. Sentence structure – Directions: in your copybook, arrange the following words to form a sentence with correct structure**

i. football she with friends plays her (She plays football with her friends)

ii. together we everyday to school go (We go to school together every day)

**For additional review, read and complete the following exercises in your workbook: Level 3 Module D lesson 57.2 (page 17), 62.2 (page 59) 65.5 (page 88).**

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**Week 12**

🕒 150 min

**Learning Objectives**

By the end of the session, learners will be able to:

- Complete Language mock test
- Practice completion of Mock Test under LPSCE conditions

**Materials and Preparation**

- Test booklets- one for every learner
- Pre-printed answer sheets- one for every learner
- Teacher guide
- Before the mock test, ensure classroom is ready and set up for testing

Time	Activity	Comments /Notes
5 min	<p><b>Introduce lesson objectives.</b></p> <ul style="list-style-type: none"> <li>• Introduce lesson objectives: By the end of the lesson, learners will be able to:               <ul style="list-style-type: none"> <li>➤ Complete Language mock test</li> <li>➤ Practice completion of Mock Test under LPSCE conditions</li> </ul> </li> </ul>	
10	<ul style="list-style-type: none"> <li>• As learners come to the room, verify their names on the attendance and ensure they are the right person to write the test.</li> <li>• Have learners seated</li> <li>• Once all learners are settled in the testing area, set ground rules:               <ul style="list-style-type: none"> <li>➤ You should not start the test until they are told to do so.</li> <li>➤ You should stay seated until they complete the test.</li> <li>➤ No talking except to ask clarification questions</li> <li>➤ No cheating.</li> </ul> </li> </ul>	

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Time	Activity	Comments /Notes
	<ul style="list-style-type: none"> <li>➤ No use of cell phones (put all phones on off).</li> <li>➤ Everyone should make sure to write their name in the space provided.</li> <li>➤ Do not leave the testing hall until you have finished and handed over your paper .</li> </ul>	
<b>1 hour</b>	<p><b>Administration- Part -1</b></p> <ul style="list-style-type: none"> <li>• Inform learners that the test has 2 parts and each part will last for an hour</li> <li>• Hand out answer sheets to individual learners</li> <li>• Hand out the test booklet</li> <li>• Have learners write and shade their information.</li> <li>• Move around to ensure that they are correctly shading their information.</li> <li>• Announce the time and start of the objective test (Write start and end time on the board).</li> <li>• Remain at the front of the classroom and monitor learners for the entire time they are taking the test. If someone raises their hand with a question, go to that test taker and respond to the question.</li> <li>• Keep your responses to questions to a minimum. You can clarify instructions and ground rules but cannot answer questions about specific test questions.</li> <li>• At different points (30 minutes, 15 minutes, 5 minutes,) announce the remaining time.</li> <li>• Call time after 45 minutes . Ask learners to stop writing put their pencils down. Remind them not to turn the page until you tell them to do so.</li> <li>• Collect all of the papers.</li> <li>• Announce the second part of the test</li> </ul>	
<b>30 minutes</b>	<p><b>Administration –Part 2</b></p> <ul style="list-style-type: none"> <li>• Hand out answer sheets to learner.</li> <li>• Have them fill in their information using pens.</li> </ul>	

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Time	Activity	Comments /Notes
	<ul style="list-style-type: none"> <li>• Remind them that they will write this part of the test using pens.</li> <li>• Ask learners to turn the page of their test booklet and announce the start time.</li> <li>• Remain at the front of the classroom and monitor learners for the entire time they are taking the test. If someone raises their hand with a question, go to that test taker and respond to the question.</li> <li>• Keep your responses to questions to a minimum. You can clarify instructions and ground rules but cannot answer questions about specific test questions.</li> <li>• At different points (15 minutes, 5 minutes,) announce the remaining time.</li> <li>• Call time after 30 minutes. Ask learners to stop writing put their pens down.</li> <li>• Collect all of the papers.</li> </ul>	
5 min	<p><b>Conclusion/Wrap up</b></p> <ul style="list-style-type: none"> <li>• Thank learners for their participation.</li> <li>• Remind them that on the day of the exam, they will follow similar procedures. They must remember the rules for taking the test discussed and behave correctly in the hall.</li> <li>• At home correct papers and bring to next class.</li> <li>• Encourage learners to complete the home work as a means of review.</li> </ul>	

Language Arts

Liberia Primary School Certificate Mock Exam –

Week 12

INSTRUCTIONS TO CANDIDATES

Answer **all** questions.

This test consists of 20 questions divided into 5 sections, A to E. Read the instructions for each section carefully and then answer the question that follows. Each question is followed by **four** options lettered **A** to **D**. Choose the correct option for each question. Shade in **pencil** on your answer sheet the answer space which bears the same letter as the option you have chosen. Give only **one** answer to **each** question.

Think carefully before you shade the answer spaces: erase **completely** any answer(s) you wish to change. Do all your rough work on this question paper. Now answer the following questions.

SECTION A

READING COMPREHENSION

In this section, there is a passage. Read it carefully and answer the questions that follow. Your answer to each question should be based on the content of the passage.

One day a hungry billy goat strolled into a nearby town in search of food. At the back of the first house he saw a well-watered garden, filled with fresh vegetable. The goat could hardly wait to get a mouthful of some of the cassava leaves and cabbage, as well as the wide leaves of the potato plant he saw. He went straight toward the garden. He was disappointed, however, to discover that the garden had a high wire fence around it, and that he could not get through. Moving backwards a few paces, he tried to jump, but couldn't get over the fence. "That was not a good attempt", he said quality to himself. "I will try again". Finally, he decided to give up. He walked away sadly saying to himself, "I don't think those vegetable are good enough to each anyway. They are much too large. They might even make me sick".

1. According to the passage, the billy goat went to town because he:

- A. had been without food for days
- B. wanted to jump over the fence
- C. wanted to see the garden
- D. **wanted some food to eat**

3. The billy goat got disappointed because:

- A. he was really hungry
- B. **he could not get to the vegetables**
- C. the vegetable garden was not his
- D. there was not food in the garden

2. The word *strolled* as used in the passage means to:

- A. **walk slowly**
- B. jump over a fence
- C. run to a garden
- D. walk quickly

4. The billy goat condemned the vegetable because:

- A. they were not good enough to eat
- B. he did not eat some to eat
- C. **they would make him sick**
- D. the garden was well-watered



**SECTION B**

*In each question in this section, you are given a sentence containing a word which is underlined, followed by four options lettered A to D. Choose the option which is nearest in meaning to the underlined word as used in the sentence.*

5. She is a wealthy lady.

- A. Mean
- B. Poor
- C. Rich**
- D. Brave

6. The room was cold and damp.

- A. Wet**
- B. Dirty
- C. Dry
- D. Hot

7. Jimmy is faced with some difficulties.

- A. Evils
- B. Harms
- C. Blessings
- D. Problems**

8. She was really angry.

- A. Shy
- B. Sad
- C. Bad
- D. Mad**

**SECTION C**

*In each question in this section, you are given a sentence which contains a blank space, followed by four options lettered A to D. Choose the option that **best completes** the sentence and record your answer on your answer sheet.*

9. This is the movie \_\_\_\_\_ I like best.

- A. who
- B. what
- C. that**
- D. whom

10. We are going to turn on the light when it \_\_\_\_\_ dark.

- A. gets**
- B. get
- C. got
- D. getting

11. She does not have \_\_\_\_\_ money for food.

- A. no
- B. few
- C. all
- D. any**

12. He is the \_\_\_\_\_ player on the team.

- A. tall
- B. taller
- C. tallest**
- D. very tall

**SECTION D**

Accelerated Quality Education for Liberian Children (AQE)-ALP  
LPSCE Preparation  
Language

Each sentence contains a blank space, followed by four options lettered A to D. Choose the punctuation option that **best completes** the sentence and record the answer on your answer sheet

13. Sit up straight \_\_\_

- A. .
- B. ?
- C. !
- D. ,

14. Who do you think will win \_\_\_

- A. ?
- B. !
- C. .
- D. ,

There are four sentences labeled A-D. Select the sentence with the correct punctuation and capitalization from the options and record your answer on your answer sheet..

15.

- A. I have a pet dog cat bird and fish
- B. I have, a pet dog cat bird, and fish
- C. I have a pet dog, cat, bird, and, fish
- D. **I have a pet dog, cat, bird, and fish.**

16.

- A. Elisha and i study english every Friday.
- B. **Elisha and I study English every Friday.**
- C. Elisha And I Study English Every Friday.
- D. Elisha and I study english every friday.

**SECTION E**  
**GENERAL LITERARY KNOWLEDGE**

Read each question carefully and select the correct part of speech from options letter A to D.

17. The main male character in a story is the:

- A. heroine
- B. actor
- C. **hero**
- D. agent

18. A person's life story written by themselves is called a:

- A. biography
- B. reading
- C. writing
- D. **autobiography**

19. A story that tells people about real people or event is called:

- A. fable
- B. fiction
- C. **non-fiction**
- D. plot

20. The main idea of a story is called the:

- A. title
- B. actor
- C. **theme**
- D. event

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SECTION F

*In this section, there are four words labeled A to D, three of the words are spelt correctly and one is misspelt..*

A	B	C	D
21. natural	<b>ilegal</b>	intelligent	surprise
22. effective	drama	multiply	<b>insureance</b>
<b>23. belive</b>	deceive	attack	curtain
24. feathers	<b>prettyier</b>	meat	present
<b>25. vehicule</b>	prettiest	poem	biography



**HOMEWORK**

**Liberia Primary School Certificate Mock Exam 2 – Language Arts  
INSTRUCTIONS TO CANDIDATES**

Answer **all** questions.

This test consists of 20 questions divided into 5 sections, A to E. Read the instructions for each section carefully and then answer the question that follows. Each question is followed by **four** options lettered **A** to **D**. Circle the correct option for each question. Give only **one** answer to **each** question.

Think carefully before you shade the answer spaces: erase **completely** any answer(s) you wish to change. Do all your rough work on this question paper. Now answer the following questions.

**SECTION A**

In each of the questions in this section, you are given a sentence with a word underlined and followed by four options lettered A to D. Circle the option that is most nearly the opposite in meaning to the underlined word in the sentence.

1. The knife is very sharp.

- A. blunt
- B. spiky
- C. smooth
- D. flat

3. Samuel has a wild dog.

- A. strong
- B. tame
- C. lazy
- D. saucy

2. The judge said the defendant was guilty.

- A. charged
- B. innocent
- C. liable
- D. naïve

4. The liquid has a very sour taste.

- A. sweet
- B. spicy
- C. fiery
- D. mild

**SECTION B**

Accelerated Quality Education for Liberian Children (AQE)-ALP  
LPSCE Preparation  
Language

In each question in this section, you are given a sentence which contains a blank space, followed by four options lettered A to D. Circle the option that **best completes** the sentence.

5. Musa has been ill \_\_\_\_ last week.

- A. after
- B. since**
- C. for
- D. as from

6. Did you \_\_\_\_ my shoes from the room?

- A. took
- B. taken
- C. taking
- D. take**

7. Hawa's outfit is \_\_\_\_ yours.

- A. more fie
- B. finer than**
- C. finer
- D. fine than

8. Henry did all his work \_\_\_\_.

- A. well**
- B. good
- C. too good
- D. better

**SECTIC**

Read each question carefully and select the correct part of speech from the options lettered A to D. Circle your answer.

Identify the nouns in sentences 9 and 10.

9. He has a very small house.

- A. very
- B. small
- C. he
- D. house**

10. We were very hungry; we ate all the food.

- A. food**
- B. were
- C. all
- D. we

Identify the adjective in sentence 11 to 12.

11. He is the smartest child in this compound.

- A. compound
- B. smartest**
- C. child
- D. is

12. My sister is well dressed in a brown suit.

- A. dressed
- B. brown**
- C. suit
- D. sister

**SECTION D**  
**READING COMPREHENSION**

Accelerated Quality Education for Liberian Children (AQE)-ALP  
LPSCE Preparation  
Language

*In this section, there is a passage. Read it carefully and answer the questions that follow. Your answer to each question should be based on the content of the passage.*

Rufus and Solo as usual left early for school one morning. On their way, Rufus decided to go to the Bernard Beach to swim. "Don't tell Aunt Martha about this," he said to Solo. "If you tell her, I shall remove your teeth from your mouth."

At the end of the school day, the two brothers met at an agreed spot and went home together. On arrival, Aunt Martha asked them how they did in school. "I did all my math right today, Aunty," said Rufus quickly. "Teacher Bea was very pleased with my work."

"How about you, Solo?" Aunt Martha asked; but before Solo could say a teacher, teacher Bea walked in. "I have just come to find out why Rufus did not come to school today," she said.

13. Rufus is Solo's
- A. classmate
  - B. friend
  - C. brother**
  - D. teacher

14. Why did Teacher Bea come to the house?
- A. to report Rufus
  - B. to find out why Rufus was absent**
  - C. to ask for help
  - D. to bring the children's report card

15. Who asked Rufus and Solo about their work at school?
- A. Aunt Martha**
  - B. Teacher Bea
  - C. their father
  - D. no one

16. When did Rufus go to swim?
- A. at night
  - B. after school
  - C. in the afternoon
  - D. in the morning**

**SECTION G**

*In this section, there are four words labeled A to D, **three** of the words are spelt correctly and **one** is misspelt. Circle the misspelt word.*

- 17.
- A. maen**
  - B. dirt
  - C. calm
  - D. elf

- 18.
- A. worry
  - B. crucail**
  - C. decision
  - D. brave

- 19.
- A. opinion
  - B. subject
  - C. detail
  - D. aganist**

- 20.
- A. cancel**
  - B. remain
  - C. important
  - D. parcel

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**For additional practice, please see unit assessment in the Level 3 LWBs, Module A lesson 37, Module C lesson 55, Module D lesson 72 (page 100), Module F lesson 101 (page 58).**

*A, B, B, A, B, D, B, A, D, A, B, B,C, B, A, D, A, B, D, A*