**LPSCE ENGLISH REVIEW**

**Grade 6**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Parts of Speech: **NOUNS**

A **noun** is a word that describes a person, a place, a thing, or an idea.

|  |  |  |  |
| --- | --- | --- | --- |
| **person** | **place** | **thing** | **idea** |
| Dr. Weah  Trokon  Anna Tarr  Nelson | Monrovia  school  United States  cinema | cassava  tree  phone  candy | love  liberty  delight  motivation |

**Concrete nouns** are things that have a physical existence, such as cassava, Trokon, Monrovia and school.

**Abstract nouns** are ideas or characteristics that can’t be touched or seen, such as love, liberty and motivation.

**Proper nouns** are the names of individual people, places or organizations, and in English they always begin with a capital letter, such as Dr. Weah, Anna Tarr and Monrovia.

**Common nouns** are general, not specific. They are not names, so they are not capitalized unless they are the first word in a sentence.

Nouns can also be countable or uncountable. **A countable noun** is something that can be counted, and that usually can exist in both singular and plural forms. **An uncountable noun** is something that’s hard to pluralize and that cannot be counted. Confused? Check out the table below for more details:

|  |  |  |
| --- | --- | --- |
| **countable nouns** | | **uncountable nouns** |
| **singular** | **plural** |
| banana  child  telephone  watch | bananas  children  telephones  watches | love  liberty  paper  water |

**PRONOUNS**

A **pronoun** is a word that takes the place of a noun or noun phrase. The noun or noun phrase that the pronoun refers to is called the **antecedent**. Male antecedents use he or his; female antecedents use she or her. For an object or an animal, the pronouns to use are it or its.

**Grace** is tired, even though **she** slept for ten hours last night.

*The noun* ***Grace*** *is the antecedent of the pronoun* ***she****.*

**Singular pronouns** take the place of singular nouns. Singular pronouns include *I*, *you*, *she*, *he*, *it*, *me*, *him*, *her*, *his*, *its*, *my*, and *yours*.

**Plural pronouns** take the place of plural nouns, or of nouns joined by the conjunction *and*. Plural pronouns include *we*, *you*, *they*, *us*, *them*, *our*, *your*, and *theirs*.

**Examples:**

Circle the correct pronoun to complete each sentence.

1) His sister had cassava for (his her) breakfast.

2) Alex played in (its his ) classroom.

3) Nancy sang the song that (her she) knew best.

4) The teachers started (her their) meeting.

**VERBS**

**A verb** is a word that describes an action, such as eat, drink and walk. The basic form of the verb is called the infinitive, and it is often preceded by the word to: to eat, to drink and to walk.

Verbs change depending on whether we’re talking about the past, the present or the future. In fact, some are regular while others are irregular. Let’s take a look at the table below:

|  |  |  |
| --- | --- | --- |
| **past** | **present** | **future** |
| regular verb | I walked | I walk | I will walk |
| irregular verb | I ate | I eat | I will eat |

(i) Conjugating the verb **TO BE** (irreg.)

Simple present Simple past

1st person singular I am I was

1st person plural We are We were

2nd person singular You are You were

2nd person plural You are You were

3rd person singular He/She/It is He/She/It was

3rd person plural They are They were

(ii) Conjugating the verb **TO HELP** (reg.)

Simple present Simple past

1st person singular I help I helped

1st person plural We help We helped

2nd person singular You help You helped

2nd person plural You help You helped

3rd person singular He/She/It helps He/She/It helped

3rd person plural They help They helped

**Regular and irregular verbs**

According to Wikipedia.org, a regular verb is any verb whose conjugation follows the typical pattern, or one of the typical patterns, of the language to which it belongs. A verb whose conjugation follows a different pattern is called an irregular verb. Here are some common regular verbs:

1. accept 7. describe 13. help 19. play

2. add 8. develop 14. happen 20. jump

3. borrow 9. educate 15. increase

4. burn 10. expect 16. kick

5. calculate 11. flood 17. laugh

6. close 12. gather 18. notice

Here are some common irregular verbs:

1. be 7. do 13. fly 19. leave

2. beat 8. draw 14. give 20. keep

3. become 9. dream 15. go

4. choose 10. eat 16. hang

5. come 11. fight 17. lay

6. cut 12. find 18. Pay

**Transitive, intransitive, and linking** are three kinds of verbs.

A transitive verb tells what its subject does to someone or to something.

The cat caught the mouse.

Nick washed the dishes.

Sarah’s mother slapped the boy.

An intransitive verb tells what its subject does. The action of the intransitive verb does not affect someone or something else.

The old man slept in his chair.

The students applauded.

All of the job applicants waited patiently.

Note: Many verbs may be transitive or intransitive.

He will return the book tomorrow. (transitive)

The manager will return in an hour. (intransitive)

A linking verb links the subject with a noun or a pronoun or an adjective. Linking verbs are to be, to appear, to grow, to seem, to remain, to become, and verbs that involve the senses, such as to look, to smell, to feel, to sound, to taste.

Ben is strong.

Jim sounds angry.

Anna feels better.

Tense

Tense specifies the moment of an action or condition.

We **are walking** to the stadium. (present moment)

We **will walk** to the stadium tomorrow. (future moment)

We **walked** to the stadium yesterday. (past moment)

I **have worked** here for three years. (action begun in the past and continued

into the present)

I **had worked** in Harper for four years before I left. (past action completed before

another past action)

I **will have worked** here six months next Friday. (action to be completed sometime

in the future)

**The six tenses are present, past, future, present perfect, past perfect, and future perfect.**

I. The **present tense** shows that an action is happening in the present or that a condition exists now.

I **live** here (action)

He **is** busy now. (condition)

II. The **past tense** shows that an action occurred sometime in the past but has not continued into the present.

The plane landed on time.

We went along for the ride.

John helped us many times.

He called you last night.

III. The future tense indicates that an **action is going to take place sometime in the future.**

I’ll go away this weekend.

All of us will pay more for rice next week.

Will you join us for lunch, Sam?

IV. The present perfect tense may show that an action begun in the past was just completed at the present time. It is formed with have or has and a past participle.

Our men have worked on your car until now.

Chris has just worked in.

Nina has always loved music.

I have eaten too much.

V. The past perfect tense indicates that an action was completed before another action began.

I remembered the answer after I had handed in my exam.

Samuel had bought the tickets before he met Alice.

Elizabeth had worked very hard, so she took a vacation.

VI. The future perfect tense is used to express a future action that will be completed before another future action. It is formed with “will have” and the past participle.

Helen will have finished her work when we meet her at the office.

By the time we get home, my parents will have gone to bed.

**All six tenses may be expressed in a progressive form by adding a present participle of a verb to the appropriate form of “to be.”**

The Rollers **are winning.** (present progressive)

The Rollers **were winning.** (past progressive)

The Rollers **have been winning.** (present perfect progressive)

The Rollers **had been winning.** (past perfect progressive)

The Rollers **will be winning.** (future progressive)

The Rollers **will have been winning.** (future perfect progressive)

**ADJECTIVES**

An adjective is a word that describes or modifies a noun or a pronoun.

Note: In grammar, to modify a noun means to describe, talk about, explain, limit, specify, or change the character of a noun.

The **faded brown** belt hung over the back of the chair.

Joseph carried **several** books to the attic.

An adjective can appear before or after the word it modifies.

|  |  |  |
| --- | --- | --- |
| article | adjective | noun |
| a  a  an  an | black  lively  expensive  amazing | cat  party  vacation  reward |

Adjectives come in three flavors: **absolute, comparative and superlative**. The following table shows how these forms work for different types of adjectives:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| absolute | comparative | | superlative | |
| regular with one  or two syllables | quick  lovely | | quicker  lovelier | | quickest  loveliest |
| regular with three  or more syllables | beautiful  entertaining | | more beautiful  more entertaining | | most beautiful  most entertaining |
| irregular | bad  good | | worse  better | | worst  best |

**ADVERBS**

An adverb is a word that describes or modifies a verb, adjective, or adverb. It tells you **how**, **when**, **where**, **to what extent** or **to what degree**.

Some adverbs tell you **how**. These adverbs usually end in **-ly**.

How well does she play the accordion?

She plays the accordion **splendidly.**

Some adverbs tell you **when.**

When will he perform?

He will perform **soon.**

Some adverbs tell you **where.**

Where did she go?

She went **downstairs.**

**PREPOSITIONS**

A **preposition** is a connecting word. It comes before a noun or pronoun and connects it to the rest of the sentence. The noun or pronoun that comes after the preposition is called the **object of the preposition**.

I will call you **after** dinner.

*The preposition is* ***after****. It connects the object, dinner, to the rest of the sentence.*

We walked **across** the wet grass.

*The preposition is* ***across****. It connects the object, grass, to the rest of the sentence.*

Most prepositions tell about *time*, *place*, or *movement*, but some do not.

|  |  |
| --- | --- |
| Time: | I will call you **after** dinner. |
| Place: | The sunglasses **on** the table are mine. |
| Movement: | We walked **across** the wet grass. |
| Other: | Did you read the book **about** wolves? |

Some common prepositions are **about, above, across, after, along, around, at, behind, below, beside, by, down, during, for, from, in, inside, into, near, of, on, outside, over, through, to, under, up,** and **with**.

**CONJUNCTIONS**

A conjunction is a word that joins words, phrases, or clauses

Flomo’s father and mother are divorced.

**INTERJECTIONS**

An interjection is a word (or group of words) that expresses surprise, anger, pleasure, or some other emotion.

**Aha!** I’ve caught you.

**Oh no!** What have you done now?

An interjection has no grammatical relation to another word.

**Ouch!** I have hurt myself.

**The Sentence and Its Parts**

A sentence is a group of words that has a subject and a verb.

Example: The match began at 8 p.m.

A sentence may be **declarative,** **interrogative,** or **exclamatory.**

A **declarative sentence** is a statement, and it always ends with a period.

The nurse told Mr. Johnson to roll up his sleeve so that she could check his blood pressure.

An **interrogative sentence** is a question, and it always ends with a question mark.

Do you have any plans for the upcoming weekend?

An **imperative sentence** is a command. It makes a request or tells someone to do something, and it usually ends with a period. If the command shows strong feeling, it ends with an exclamation point.

The four types of sentences according to structure are the following:

(1) **Simple** Everyone likes music.

(2) **Compound**  It started raining, so we ran inside.

(3) **Complex** Many students enjoyed the game; however, Sam did not.

(4) **Compound-Complex** Unless you are too tired let’s go for a walk down town.

Every sentence has a **subject** and a **predicate**.

The **simple subject** tells who or what is doing something. It is just the subject **noun** or **pronoun** without any other words that describe or modify it.

A **sentence** is a group of words that forms a complete thought. It has both a subject and a verb.

My friends walk along the path.

A **run-on sentence** is made up of two independent clauses that are joined without end punctuation or with just a comma.

I knocked on the door it opened.

It started raining, we ran inside.

To fix a run-on sentence, separate it into two sentences. Add end punctuation after the first sentence, and capitalize the second sentence.

I knocked on the door**. I**t opened.

It started raining**. W**e ran inside.

You can also fix a run-on sentence by rewriting it as a compound sentence. A **compound sentence** is made up of two independent clauses joined by a comma and a coordinating conjunction such as *and*, *but*, *or*, or *so*.

I knocked on the door**, and** it opened.

It started raining**, so** we ran inside.

**CLAUSES**

A **clause** is a group of words that contains both a subject and a predicate.

An **independent clause** is a complete thought. It can stand alone as a sentence. A **dependent clause** (or **subordinate clause**) is not a complete thought. It cannot stand alone as a sentence.

let's pick up some sandwiches from Joe's Bar.

*The clause can stand alone. It is* ***independent****.*

after Trokon gets off work

*The clause cannot stand alone. It is* ***dependent****.*

A **complex sentence** is made up of an independent clause and a dependent clause. The dependent clause in a complex sentence usually begins with a subordinating conjunction like *after, although, as, because, before, if, since, unless, until, when,* or *while*.

**FIGURES OF SPEECH**

**Figures of speech** are words or phrases that use language in a nonliteral or unusual way. They can make writing more expressive.

**Alliteration** is the repetition of sounds at the beginning of nearby words.

What a **lucky little lady** you are!

An **allusion** is a brief reference to something or someone well known, often from history or literature.

"I'd better get home before I **turn into a pumpkin**!" Lila remarked.

An **idiom** is an expression that cannot be understood literally. Its meaning must be learned.

The assignment was **a piece of cake**.

A **simile** uses *like* or *as* to compare two things that are not actually alike.

The cat's fur was **as dark as** the night.

A **metaphor** compares two things that are not actually alike without using *like* or *as*.

The rain formed a **blanket** over the town.

**Onomatopoeia** involves using a word that expresses a sound.

The scrambled eggs hit the floor with a **splat**.

**Personification** is giving human characteristics to nonhuman things.

The trees **danced** in the wind.

A **pun** involves using a word or phrase in a humorous way that suggests more than one meaning.

A great new broom is **sweeping the nation**.

**Verbal irony** involves saying one thing but implying something very different. People often use verbal irony when they are being sarcastic.

**Studying Word Parts and Origins**

**Using Word Roots**

The root rupt means *break or burst*. What does the word interrupt mean?

A **root** is a part of a word that has a certain meaning. Words that share the same root often have similar meanings that are related to the meaning of the root. Roots have come into the English language from many sources. In the first column below, additional spellings for each word root are in parentheses. The origins of the roots are indicated by the abbreviations L., Gr., and A.S. (Latin, Greek, and Anglo-Saxon).

|  |  |  |
| --- | --- | --- |
| SOME COMMON ROOTS | | |
| Root and Origin | Meaning | Example |
| -cyclo [Gr.]  -dyna [Gr.]  -geo [Gr.]  -graph [Gr.}  -meter [Gr.]  -phon [Gr.] | circle or wheel  to be strong  earth  to write or draw  measure  sound | cyclometer  dynasty  geology  autograph  centimeter  homophone |

The root **phon** means *sound*.

A xylo**phon**e is a musical instrument with wooden bars that are hit by small hammers.

Homo**phon**es are words that sound the same but have different meanings.

A tele**phon**e is a machine that can carry the sound of someone's voice over a long distance.

All of these meanings relate to the concept of *sound*.

You can use your knowledge of roots to figure out the meaning of words you haven't seen before. For example:

The root **cyclo** means *circle or wheel*.

The root **meter** means *measure*.

A **cyclometer** is a device that *measures* how many times a *wheel* turns.

The word **interrupt** contains the root **rupt**, which means *break or burst*.

So, the word **interrupt** means *to* ***break*** *in on something in the middle of it*.

Geology is the study of the biological, chemical, and physical history of the earth. What does the root **geo** mean?

**Using Prefixes**

A **prefix** can be added to the beginning of a base word to create a new word. Learn the prefixes in the chart below to create new words and to enlarge your vocabulary. The origins of the prefixes are indicated by the abbreviations L., Gr., and A.S. (Latin, Greek, and Anglo-Saxon).

|  |  |  |
| --- | --- | --- |
| SOME COMMON PREFIXES | | |
| Prefix and Origin | Meaning | Example |
| -anti [Gr.]  -dis [L.]  -mis [A.S.]  -non [L.]  -pre- [L.]  -re- [L.]  -un-[A.S.] | against  away, apart  wrong  not  before  back, again  not | antisocial  disgrace  mislead  nonprofit  preview  review  unknown |

Knowing the meaning of a prefix can help you determine the meaning of a word.

The prefix **pre-** means *before*.

The prefix **pre-** means *before*. This helps you determine that you would **pretreat** a stained shirt before putting it in the washing machine.

Knowing the meaning of a prefix can help you determine the meaning of a word.

The prefix **re-** means *again*.

The prefix **re-** means *again*. This helps you determine that you might **rediscover** an old T-shirt you had forgotten about.

**Rediscover** means *discover again*.

Which is a subtopic of the other?

Knowing the meaning of a prefix can help you determine the meaning of a word.

The prefix **sub-** means *under*, *below*, or *less than*

The prefix **sub-** means *under*, *below*, or *less than*. This helps you determine that the study of plants is a **subtopic** of the study of living things.

A **subtopic** is something that is covered under a larger topic.

Which is an example of misbehavior?

Knowing the meaning of a prefix can help you determine the meaning of a word.

The prefix **mis-** means *incorrectly* or *badly*.

**Using Suffixes**

A suffix is one or more syllables added to the end of a word to form a new word. In the following chart, some common suffixes are listed. Alternative spellings are in parentheses. The abbreviations L., Gr., and A.S. mean Latin, Greek, and Anglo-Saxon, the origin of the suffixes.

|  |  |  |
| --- | --- | --- |
| SOME COMMON SUFFIXES | | |
| Suffix and Origin | Meaning | Example |
| -able (-ible) [L.]  -cy (-acy) [Gr.]  -ful [A.S.]  -ist [Gr.]  -ity [L.]  -less [A.S.]  -ment [L.] | capable of being  quality of  full of  believer, doer  state of being  without, lacking  result or act of | laughable  democracy  hopeful  violinist  charity  soundless  statement |

Knowing the meaning of a suffix can help you determine the meaning of a word.

The suffix **-ful** means *having*, *showing*, or *causing*.

The suffix **-ful** means *having*, *showing*, or *causing*. This helps you determine that a **dutiful** student does his homework thoroughly.

Someone who is **dutiful** shows a sense of duty.

When would a group of people feel powerless?

Knowing the meaning of a suffix can help you determine the meaning of a word.

The suffix **-less** means *without*.

The suffix **-less** means *without*. This helps you determine that a group of people would feel **powerless** when they are constantly ignored by their government.

**Powerless** means *without any power*.

Which business is profitable?

Knowing the meaning of a suffix can help you determine the meaning of a word.

The suffixes **-able** and **-ible** mean *able to be*.

The suffix **-able** means *able to be*. This helps you determine that a **profitable** business is one that makes more money than it spends.

**Profitable** means *able to make a profit*.

Helpful Links:

<https://www.englishclub.com/>

Helping you learn or teach English. Excellent.

<https://www.englishgrammar.org/>

Learning to improve your English grammar skills with some great exercises.

<https://www.skillsyouneed.com/>

Helping you develop life skills from A – Z.

<https://www.bbc.co.uk/learningenglish>

Verbs, vocabulary, and grammar practice.

<https://www.talkenglish.com/>

A look at how to master reading, listening, and speaking English

<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-verb>

A great website for learning anything!

**ENGLISH**

**Grade 6**

**50 Questions Test (Check Your Knowledge)**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **Word Bank** |
| **but everyone reality**  **clean future toilet**  **collaborating launch their**  **devastating pollution water**  **developed rainforests when** |

**Reading Passage. Questions 1 to 15.**

Write the appropriate word from this word bank onto each blank line below to complete the passage:

Lush and green with \_\_\_\_\_\_\_\_\_\_\_\_\_\_, Liberia is one of the world’s wettest countries. \_\_\_\_\_\_ it lacks vital networks to reach everyone with clean drinking \_\_\_\_\_\_\_\_\_\_\_.

3

4

2

1

Liberia’s history is shaped by two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ civil wars, both of which wiped out infrastructure that could provide water and sanitation to people. The country has \_\_\_\_\_\_\_\_\_\_\_\_\_ significantly since, with around two-thirds of Liberians now able to access a reliable source of \_\_\_\_\_\_\_\_\_\_ water.

7

6

5

But an enormous challenge remains. Eight in ten people still have no decent \_\_\_\_\_\_\_\_\_\_ and have to go outside instead. This easily spreads illness and contaminates ground water sources, many of which are already at risk from increased industrial and mining \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8

In 2014, after a successful trial project, we were about to \_\_\_\_\_\_\_\_\_\_\_ our joint Liberia and Sierra Leone program \_\_\_\_\_\_\_\_ an outbreak of Ebola swept across the country – with poor hygiene and dirty water helping it spread.

9

11

10

We resumed work in 2015, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with communities to make safe water, sanitation and hygiene solutions that will protect their health into the \_\_\_\_\_\_\_\_\_\_\_.

12

Installing taps and toilets is essential, but our work is about so much more – from influencing national policies and budgets to giving people the knowledge and the confidence to claim \_\_\_\_\_\_\_\_\_ human rights.

14

13

Water and toilets should be normal for \_\_\_\_\_\_\_\_\_\_\_\_\_, everywhere, and in Liberia we are helping make that a \_\_\_\_\_\_\_\_\_\_\_.

15

Source: <https://www.wateraid.org/where-we-work/liberia>

New Words. Questions 16 – 20.

In the space provided, write the letter of the word or phrase closest in meaning to the boldface word.

\_\_\_\_\_\_\_ 16. to end **discrimination**

(A) equal rights

(B) unfair treatment

( C) offensive language

(D) supervised activities

\_\_\_\_\_\_\_ 17. to speak in **unison**

**(A)** a loud voice

(B) a soft voice

( C) at the same time

(D) a contest

\_\_\_\_\_\_\_\_ 18**. Fundamental truths**

(A) difficult

(B) harsh

( C) essential

(D) forgotten

\_\_\_\_\_\_\_ 19. a small **percentage**

(A) part of one hundred

(B) part of a loan

( C) part of a bank

(D) part of a circle

\_\_\_\_\_\_\_ 20. **competent** leadership

(A) foolish

(B) capable

( C) strong

(D) weak

**Questions 21 to 25. Write dec. in the blank if the sentence is declarative, imp. if it is imperative, int. if it is interrogative, and exc. if it is exclamatory. Add also the correct end mark to each sentence.**

\_\_\_\_\_\_\_ 21. Wow, that was a great game

\_\_\_\_\_\_\_22. Finally, they scored many goals

\_\_\_\_\_\_\_23. Read about these teams

\_\_\_\_\_\_\_24. What a dribbler #6 is

\_\_\_\_\_\_\_25. What is your favorite team

Read the passage below, and then answer **questions 26 to 34**

When I was a small boy, my home was always full of babies and children of my relatives. In fact, I hardly recall any occasion as a child when I was alone. In my community, the sons and daughters of one’s aunts and uncles are considered brothers and sisters, not cousins. We have no half-brothers and half-sisters. My mother’s sister is my mother, my uncle’s son is my brother and my brother’s child is my son or my daughter.

From an early age, I spent most of my free time in the field playing and fighting with other boys of the village. A boy who remained at home tied to his mother’s lapper strings was regarded as a weakling. At night, I shared my food and my blanket with these same boys. I was more than five when I became a herd boy looking after sheep and calves in the fields. I discovered the almost mystical attachment that the Xhosa have for cattle, not only as a source of food and wealth, but as a blessing from God and a source of happiness. It was in the fields that I learnt how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk from the udder of a cow, to swim in the clear streams, and to catch fish with twine and sharpened bits of wire.

As boys, we were mostly left to our own devices. We played with toys we made ourselves. We molded animals and birds out of clay. Nature was our playground. I learnt to ride by sitting atop weaned calves – after being thrown to the ground several times, one got the hang of it. I still love open spaces, the simple beauties of nature, the clear blue skies.

I don’t think my parents intended to take me to school. No one in my family had ever attended school. But a friend of my father’s, George Mbekela, visited us one day and told my mother, “your son is a clever young fellow. He should go to school.” My parents discussed it and decided to send me to school.

The school consisted of a simple room. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I, like the other boys, had worm only a blanked, which was wrapped round one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee. He then told me to put them on, which I did, and they were roughly the correct length although the waist was far too large. My father then took a piece of string and drew the trousers in at the waist. I must have been a comical sight, but I have never owned a suit I was prouder to wear than my father’s cut-off trousers.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Adapted from Long Walk to Freedom written by South African President Nelson Mandela, and first

Published in 1994 by Little Brown & Co.)

**Questions**

26. What can you tell about Mr. Mandela from the first two sentences?

A. His parents had very many babies

B. He grew up in the midst of many people

C. He was never lonely.

D. His relatives lived nearby.

27. We can tell from the first paragraph that the author’s community…

A. had no cousins, uncles or aunts

B. practiced true love towards one another

C. must have been a very good place to live in

D. treated close relative like members of the nuclear family

28. Which of the following **best** describes the lifestyle in the author’s home town?

A. simple

B. poor

C. backward

D. needy

29. Which of the following alternatives **best** explain the Xhosa people love of cattle?

A. Cattle give people food and much joy

B. Cattle are source of wealth, food and gladness

C. Cattle are a blessing and a source of food, wealth and joy

D. Cattle provide food, riches, and employment for boys

30. What is meant by “we were left to our own devices”?

A. We had to think of what to do

B. No one was allowed to interfere with us.

C. We were free to do what we wanted.

D. No one cared about us.

31. Which of the following statement is not **true**?

A. Mbekela thought the author was a clever boy.

B. The author’s parents accepted Mbekela’s advice

C. The parents consulted before they made the decision.

D. They author was sure his parents didn’t value education

32. Why do you think the author says, “I must have been a comical sight”?

A. The trousers were far too big for him

B. He was not used to such funny clothes.

C. Perhaps the other pupils laughed at him.

D. He used a string instead of a belt

33. What conclusion can you draw about this passage\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

34. What title would you give to the passage?

Identify the **boldfaced** words. What **parts of Speech** are they? **Questions 35 to 38.**

35. What did **she** ask you to do?

(A) adverb

(B) verb

( C) conjunction

(D) pronoun

36. I left my books **under** the table.

(A) adjective

(B) preposition

( C) conjunction

(D) adverb

37. On Saturdays I **work** at my father’s teashop.

(A) noun

(B) verb

( C) adverb

(D) adjective

38. If we finish our work **quickly,** we can go to the video club.

(A) adverb

(B) noun

( C) verb

(D) preposition

**More Grammar**

**Questions 39 to 40.**

39. Sarah has been married a long time. She got married \_\_\_\_\_\_\_\_\_\_she was twenty years old.

(A) because

(B) as

( C) when

(D) but

40. I could not sleep \_\_\_\_\_\_\_\_\_\_\_\_ I was very tired.

(A) although

(B) but

( C) also

(D) and

**Questions 41 to 43.**

41. The rain is extremely heavy, \_\_\_\_\_\_\_\_\_\_\_ ?

(A) is it?

(B) isn’t it?

( C) don’t it?

(D) you know?

42. You do go to school, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(A) don’t you?

(B) aren’t you?

( C) do you?

(D) do I?

43. Did you \_\_\_\_\_\_\_\_\_\_\_ to attend the meeting?

(A) remering

(B) remeber

( C) rember

(D) remember

Punctuation. **Questions 44 to 47.** Add commas where needed. Write **C** on the line if the sentence is correct, and **NC** if it is incorrect.

\_\_\_\_\_\_ 44. Do you have relatives in Monrovia or is your whole family here?

\_\_\_\_\_\_ 45. I’ve been to Freetown but I’ve never seen Accra.

\_\_\_\_\_\_ 46. They decided I believe that the country doesn’t count.

\_\_\_\_\_\_ 47. Believe it or not, the Lonestars are great this year.

48. The old man \_\_\_\_\_\_\_\_\_ the dead dog yesterday.

(A) buried

(B) buried

( C) buryed

(D) was burying

49. After the match, we arrived home late \_\_\_\_\_\_\_night.

(A) in

(B) to

( C) at

(D) for

50. Change this sentence, **she left her book in the desk,** into the plural.

(A) She left their books in the desk.

(B) They left their book in the desk.

( C) They left their books in the desks.

(D) They left her book in the desks.

\*\*\*\*\*\*\*\*\*\*\*